CHAPTER 1

Who Are Multilingual Learners and Why Assess in Multiple Languages?

Als je me labelt, ontken je me.

Once you label me, you negate me.

—Søren Kierkegaard, 1849

The Dilemma

But the term English learners *doesn't accentuate what our students can do!*

After a happy early childhood experience in a small community center close to home, Juanito and other entering kindergartners enroll in the neighborhood elementary school. The young learners have become accustomed to a play-based environment where they interact with each other in multiple languages. Family members are warmly welcomed and children's bilingualism is celebrated as parents "help sustain their child's interest in using all the languages they hear by being enthusiastic and playful about multilingualism" (Cuéllar, 2019, n.p.).

As other new kindergartners to Einstein Elementary School, these same **dual language learners** *(as they are referred to in early childhood education) are screened with an English language proficiency test to identify their current language development status. As a result of this policy of testing only in English, many of these dual language learners are now labeled* **English learners**, *the legal term applied to multilingual learners who qualify for English language support.*

What began as a joyful relationship-building time for young learners is soon cast aside and replaced by a perception of what kindergartners are lacking: English. At Einstein, no attempt is made to ascertain the children's use of their other languages, their (pre)literacy development in their other languages, or types of activities that help spur conceptual development in their other languages. It appears that the only information that kindergarten teachers receive about their incoming class of multilingual learners is the students' English language proficiency levels.

Families and teachers have drafted a petition for dual language learners to have educational continuity as they transition from preschool to Einstein. A committee has also been formed to investigate initiating dual language education at the school. One of the first steps taken by the group is to develop a schoolwide and classroom language policy for instruction and assessment in multiple languages.

Mr. George, the principal, believes that the federal term English learner *is just fine and an accurate label for these students. He has also assigned it to describe the teachers and program as well as instruction and assessment practices. Given his "one student, one language" mentality, Mr. George sees no reason to have "readiness" measures for incoming kindergartners in languages other than English.*

The teachers and community, however, think otherwise and are determined to change the principal's mind. They much prefer the umbrella term multilingual learners *to represent the entire range of students who interact in multiple languages and cultures. Having a more comprehensive portrait of incoming students will certainly be helpful for teachers' planning instruction and classroom assessment. What can the kindergarten team do to convince Mr. George?*

- In what ways does this scenario resonate with you?

- What is the terminology used in your setting to represent multilingual learners, their languages, cultures, and programs?

- How does the current terminology positively or negatively impact classroom instructional and assessment practices?

- How might you advocate for instruction and assessment in multiple languages when faced with resistance?

Short and Fitzsimmons (2007) assert that "English language learners must perform *double the work* of native English speakers in the country's middle and high schools" (p. 1). This powerful statement is an awakening to teachers of the reality that **multilingual learners** face every day at school. However, it doesn't quite capture the magnitude of the educational challenges that confront multilingual learners who are participating in dual language, bilingual education, or other educational programs where learning in two languages is the classroom norm.

The reality is that not only are *multilingual learners* (the term inclusive of English language learners in this book) in these contexts being immersed in grade-level content and language simultaneously, they are doing so in multiple languages! More and more multilingual learners are participating in language education programs that are striving to meet the goals of bilingualism, biliteracy, biculturalism, and their most recent pillar, critical consciousness (Palmer, Cervantes-Soon, Dorner, & Heiman, 2019). Yet, rather than having an **assets-based orientation** to education, reports from **large-scale assessment** still tend to demoralize multilingual learners by emphasizing what these students lack, that is, English language proficiency (Gándara, 2015). Then there is the cry of the eternal achievement "gap" between multilingual learners and their fourth- and eighth-grade peers as determined by the National Assessment of Educational Progress (NAEP) reading scale scores (NCES, 2013).

Let's make a pact and look at multilingualism in a positive light; as Wong (2016) suggests, let's use multilingualism as a tool for closing the achievement gap. The pages before you attempt to turn the negativity that has prevailed in U.S. schools and society, namely, the view that multilingual learners are a liability, a problem in need of fixing (Escamilla, 2016), into a more positive strength-based stance where language is viewed as a right and resource (Ruíz, 1988). In doing so, we present ways to overturn terminology and labels that cast a negative light in favor of concepts that accentuate a multilingual/multicultural presence in classrooms and schools. We suggest how school and classroom language and assessment policies pose ways in which teachers, other instructional leaders, and multilingual learners alike can agree on how to accentuate opportunities for infusing multilingualism into curriculum, instruction, and assessment to become an educational way of life.

WHAT IS THE TERMINOLOGY (AND LABELS) FOR MULTILINGUAL LEARNERS AND THEIR TIE TO ASSESSMENT?

There is a tremendous variability in what constitutes **multilingual education** and the students who participate in such programs. Multilingual education invites and embraces multiple perspectives that stimulate deep thinking in multiple languages. Educators involved in multilingual education must be mindful of the inequities in policies that surround multilingual learners, must advocate on their behalf, and must combat against discriminatory practices. And yet, when it comes time for assessment, there is still a lot of misconceptions to dispel. Let's define some basic concepts before we launch into the assessment process.

Multilingual Education

We consider the concepts of multilingual education and **multilingualism** to be an extension of Cenoz and Gorter's 2015 definition: "multilingual education refers to the use of two or more languages in education, provided that schools aim at multilingualism and multiliteracy" (p. 2). In essence, *multilingual education* is an umbrella term that refers to the design of teaching and learning opportunities with multilingual learners in mind, whether for just a few students or a majority of the student body, no matter what their linguistic and cultural mix.

Multilingual education is more than a superficial treatment of linguistic and cultural diversity and greater than an appendix or a patch to extant curriculum. Multilingual education operates within a sociocultural context that can be described as part of comprehensive school reform that reaches down to every classroom. At its heart, multilingual education is critical pedagogy that represents social justice, important for all students, teachers, and educational leaders (Nieto, 2018).

Multilingualism

Within a school context, multilingualism encompasses the use of multilingual learners' multiple languages and cultures as resources for curriculum, instruction, and assessment. Like many educational concepts, multilingualism is not monolithic with one set way of being (namely, you are either multilingual or not); in fact, the multilingual population is so diversified that it might be envisioned along a continuum (de Jong, 2019).

In today's world, we cannot avoid multilingualism as it is enmeshed in prominent 21st-century themes of globalization, technologization, and politicalization (Douglas Fir Group, 2016). Within the confines of this book, however, it is being treated as an educational phenomenon within the context of K–12 schooling. Simply stated, multilingualism, by referencing and leveraging multiple languages and cultures from the vantage point of multilingual learners, is a healthy alternative to monolingual ideologies that view English as the norm.
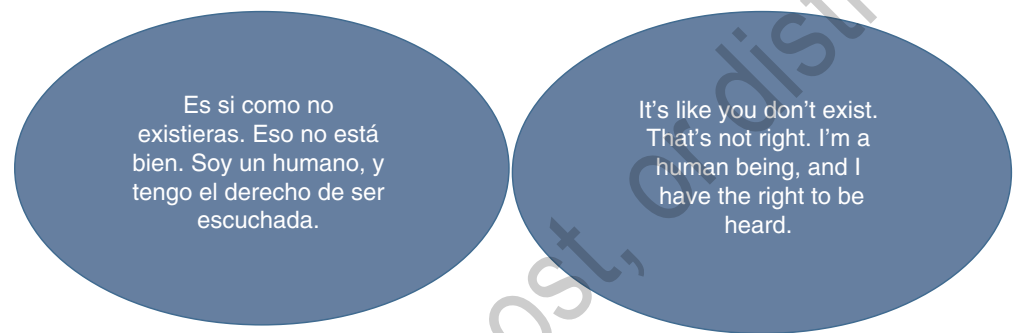
Multilingual Learners

Multilingual learners is an assets-based term that is descriptive of a wide range of students who are or have been exposed to multiple languages and cultures on a consistent basis in or out of school. Some have participated in language education programs, others have not. Some have multilingual and multicultural roots that are evident in their home life, others do not. There is as huge a variety of students

as there are circumstances and situations for their multiple language use. Schools, often taking their cue from federal legislation, their state, and district, use different labels to categorize students; some are linked to funding sources, others are not.

Educators and scholars alike have grappled with how to attenuate or, better yet, eradicate **deficit ideologies.** As Kibler and Valdés (2016) remind us, language is not neutral, and the ways in which our institutions tend to manufacture terms to classify students can be detrimental to their well-being and carry life-long consequences. An interesting study by Umansky and Dumont (2019) points to significant differences in teacher perception in the labeling of English learners (ELs). Their findings suggest that the classification of primary grade students as ELs results in lower teacher perceptions of these students' achievement across content areas; however, if ELs participate in bilingual instructional settings, the impact is moderated.

Most labels for multilingual learners are based on monolingual constructs that tend to stigmatize rather than elevate the status of their language development (García, 2009b).
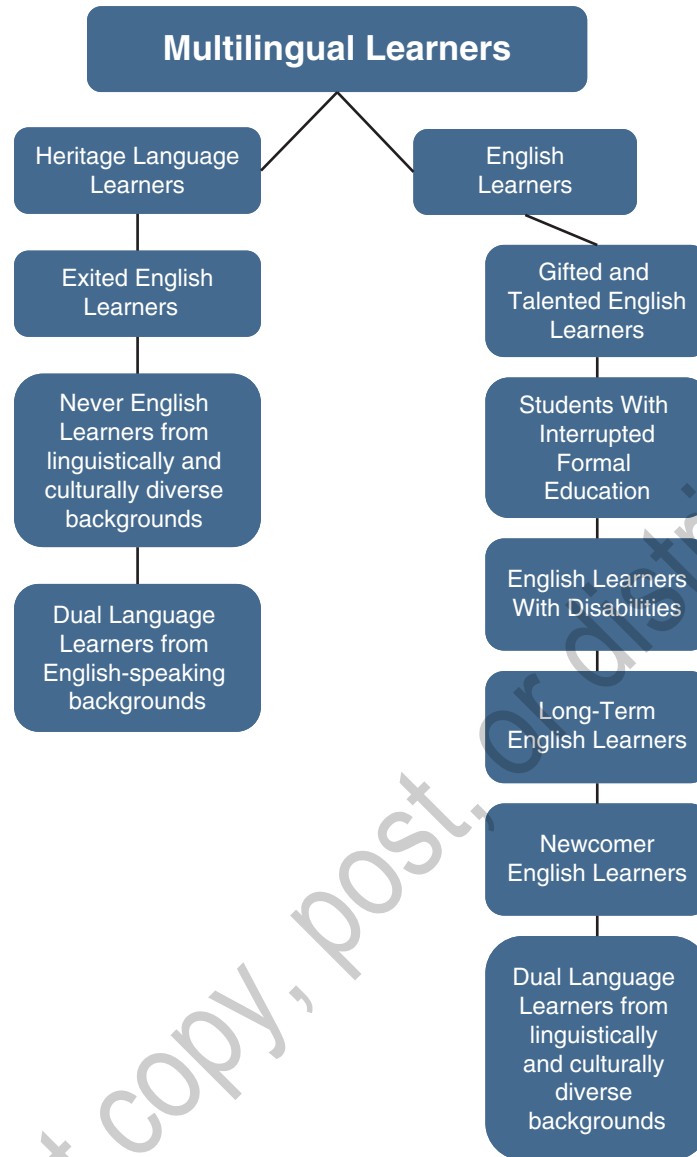
Es si como no existieras. Eso no está bien. Soy un humano, y tengo el derecho de ser escuchada.

It's like you don't exist. That's not right. I'm a human being, and I have the right to be heard.

SOURCE: Brenda (2018), pp. 152–153.

Case in point, there are several designations for ELs (e.g., English language learners or **emergent bilinguals**), a subset of multilingual learners that fall under federal **accountability**. The range of multilingual learners and their most widely accepted labels by educators are shown in Figure 1.1. Multilingual learners who are currently ELs are listed in the right-hand column while others are on the left-hand side.

Title 1 of the **Every Student Succeeds Act,** the 2015 iteration of the Elementary and Secondary Education Act, requires annual assessment of ELs, long-term ELs, and ELs with disabilities in Grades K–12 for English language proficiency and in Grades 3–8 and once in high school for English language arts/reading and mathematics with science testing occurring three times during the students' school career. Although the vast majority of these students function in more than one language, there is generally no attention to their bilingualism in testing (Shohamy, 2011). Let's explore each of these subgroups with an eye toward assessment practices.

There has been increasing focus on the accurate identification, assessment, and referral of **ELs with disabilities.** Attention to this issue, in part, has been triggered by the disproportionate under- and over-identification of ELs, as compared to non-ELs, for all categories of special education services (National Academies of Sciences and Engineering Medicine, 2017). ELs with disabilities qualify for both language support and their named disability included in an **Individualized Education Program (IEP).** This dual identification requires a multiphased assessment process that should involve multiple measures in the students' multiple languages.

FIGURE 1.1 The Compendium of Multilingual Learners

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                    ┌─────────────────────────┐
                    │  Multilingual Learners  │
                    └─────────────────────────┘
                      /                     \
        ┌──────────────────┐         ┌──────────────┐
        │ Heritage Language│         │   English    │
        │    Learners      │         │   Learners   │
        └──────────────────┘         └──────────────┘
                 │                            │
        ┌──────────────────┐         ┌──────────────────┐
        │  Exited English  │         │   Gifted and     │
        │    Learners      │         │ Talented English │
        └──────────────────┘         │    Learners      │
                 │                    └──────────────────┘
        ┌──────────────────┐                  │
        │  Never English   │         ┌──────────────────┐
        │  Learners from   │         │  Students With   │
        │ linguistically   │         │   Interrupted    │
        │ and culturally   │         │     Formal       │
        │    diverse       │         │   Education      │
        │  backgrounds     │         └──────────────────┘
        └──────────────────┘                  │
                 │                    ┌──────────────────┐
        ┌──────────────────┐         │ English Learners │
        │  Dual Language   │         │ With Disabilities│
        │  Learners from   │         └──────────────────┘
        │ English-speaking │                  │
        │   backgrounds    │         ┌──────────────────┐
        └──────────────────┘         │   Long-Term      │
                                     │ English Learners │
                                     └──────────────────┘
                                              │
                                     ┌──────────────────┐
                                     │    Newcomer      │
                                     │ English Learners │
                                     └──────────────────┘
                                              │
                                     ┌──────────────────┐
                                     │  Dual Language   │
                                     │  Learners from   │
                                     │ linguistically   │
                                     │ and culturally   │
                                     │     diverse      │
                                     │   backgrounds    │
                                     └──────────────────┘
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Long-term ELs (**LTELs**) are multilingual learners who are most likely in middle and high schools who have attended school for more than six years without having attained a prescribed threshold of academic language proficiency in English as determined by annual state testing. Some are **transnational** students who move back and forth between the U.S. and their family's country of origin or students born and raised in the U.S. who have received inconsistent schooling (Menken & Kleyn, 2009). Some LTELs are considered **students with interrupted formal education (SIFE).** Other SIFE students are refugees or migrants in Grades 4 through 12 who have sporadic attendance records, are transient, or are simply the product of discontinuity or inconsistency in educational programming. In fact, approximately 20% of the EL population is itinerant, students who tend to move so frequently they become lost in the system (Sahakyan & Ryan, 2018).

Newcomer ELs refer to multilingual learners born outside of the U.S. who have recently arrived at our shores and have enrolled in school within the past one to four years (depending on the state definition). Newcomer families have made

their way here and to Canada from war-torn or politically unstable countries from around the world. Many have been traumatized and are under emotional duress for fear of persecution in their homelands. Individuals, such as unaccompanied minors, may also fall into this classification. Many **newcomers** attend specialized programs in middle or high schools with defined assessment procedures, including that of "native language literacy skills" (MAEC, 2019).

Just as important are those ELs who participate in *gifted and talented* programs. Local (district and school) policies often determine criteria for gifted and talented students with identification practices and assessment measures that, in large part, privilege **proficient English students**. Typically, identification involves the assessment of cognitive abilities in combination with **achievement testing** (Mun et al., 2016) in English. Absent is assessment in multiple languages, although an exploratory study recommended "creating alternative pathways to identification, allowing schools to use a variety of different assessment instruments (including **native language** ability and achievement assessments and reliable and valid nonverbal ability assessments) and to apply flexible criteria to ensure that students' talents and abilities are recognized" (Gubbins et al., 2018).

We cannot forget that there are other **minoritized students** in addition to the heterogeneous group of ELs exposed to multiple languages and cultures who are considered multilingual learners. First of all, there are **proficient English speakers** who have previously participated in language support programs, have met state exit criteria through assessment, and no longer qualify for language support services (*exited ELs*). In most states after four years post-participation, their educational status is officially changed; however, they continue to reside in multilingual/multicultural homes and communities. Others may be multilingual learners who perhaps are simultaneous bilinguals (who have been developing in two languages since birth) and, being English proficient, have never qualified as ELs (*never ELs*) as determined by initial screening measures.

Heritage language learners, students who come from home backgrounds with connections to multiple languages and cultures although they may not be proficient in a language other than English, are another group of multilingual learners. There are also multilingual learners who are members of indigenous communities (e.g., Navajo, Hawaiian, Arapaho, Chamorro) and are studying their heritage language for development, preservation, or maintenance (Kelleher, 2010).

In addition to these categories of multilingual learners, we need to recognize the growing numbers of students in dual language programs in the U.S. (namely, **dual language learners**) and in international contexts that are considered "elite" or "prestigious" with learners from "upwardly mobile, highly educated, higher socio-economic status" families (de Mejía, 2002). The most notable of these have been immersion programs, originating in Canada in the 1970s, designed for language "majority" students (Genesee, 2006; Lambert & Tucker, 1972). In the broadest sense, these students are also considered multilingual.

As you can see, the term *multilingual learners* is an inclusive one that describes a wide range of students who have been exposed to and interact in multiple languages and cultures. Consequently, in order to be sensitive to multilingual learner identities and their contexts for learning, assessment in multiple languages must be just as broad a classification scheme. Minimally, **classroom assessment** in multiple languages implies the reliance on two or more languages of equal status used in the collection, analysis, interpretation, and reporting of information to make instructional decisions.

### Relax and Reflect: What terminology and associated assessment are part of your setting?

Let's revisit Figure 1.1 and select the subsets of multilingual learners that are identified as ELs (or ELLs, EBs, or DLLs) in your school. For each group of multilingual learners that you list from the left-hand side of the figure, such as the Newcomer example, jot down the assessment measures that determine their classification and the languages in which they are available. If there isn't enough information from the measures, think of next steps with your colleagues.

WHICH MULTILINGUAL LEARNERS	WHICH ASSESSMENT MEASURES	IN WHICH LANGUAGES
Newcomer ELs	• Language proficiency screener • Written description of an action picture • Welcome oral interview	• English • English and students' other language(s) • English and students' other language(s)
ELs with disabilities (IEPs)		
Gifted and talented ELs		
Long-term ELs (LTELs)		

WHAT ARE THE PREVAILING THEORIES OF LANGUAGE LEARNING?

Two theories of language learning reflect the dominant perspectives that have been taken by districts, schools, and the world of language assessment. A traditional cognitivist or structuralist view is one where second language acquisition is considered a linear process where students' language development is measured against a continuum from less to most proficient. This theoretical stance envisions language learning as a systematic prescribed sequence where the end point of the language proficiency scale means having reached the proficiency of an "idealized native speaker" (Douglas Fir Group, 2016). Figure 1.2 illustrates the

FIGURE 1.2 A Linear Progression of English Language Proficiency

English Language Proficiency Level 1 → English Language Proficiency Level 2 → English Language Proficiency Level 3 → English Language Proficiency Level 4 → English Language Proficiency Level 5
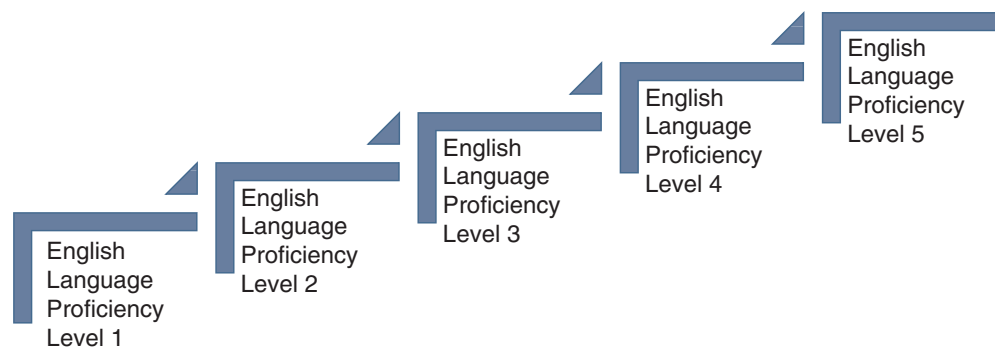
stair-step progression of this theory, from the lowest level of language proficiency (level 1) to the highest (level 5).

In recent years, structuralist theory with its claims that language development occurs in a prescribed sequence has been contested. Mahboob (2019) negates a native-speaking norm as an end goal for language learning, stating that it is imprecise and inappropriate. Likewise, Valdés (2005) and Phillipson (1994) call structuralist theory a "native speaker fallacy." These theorists replace emphasis on accuracy with a model of effectiveness where language development is sensitive to the context in which learning occurs.

Educational perspectives now see teaching and learning as cultural, social, and interactional (Hawkins, 2019). This more fluid sociocultural view of language development can be envisioned as a circle with interactive components against a backdrop of intersecting constructs of language, literacy, and culture (Nieto, 2018). Figure 1.3 shows a wheel of components, which helps define the different contexts for communication.

Put another way, according to sociocultural theory, language learning is contextually dependent. That is, language development is considered an interactive social process whereby multilingual learners learn to control increasing ranges of registers and **genres** that are influenced by a series of factors (Hammond & Gibbons, 2005). From this sociocultural perspective, students' variability in performance, in part, can be attributed to:

1. Their familiarity with particular situations or topics

2. Their interest and motivation

3. The purpose for messaging or communicating

4. The activities or actions in which students engage

5. The roles and stances that depict the identities of the students

FIGURE 1.3 Components That Affect the Context for Communication
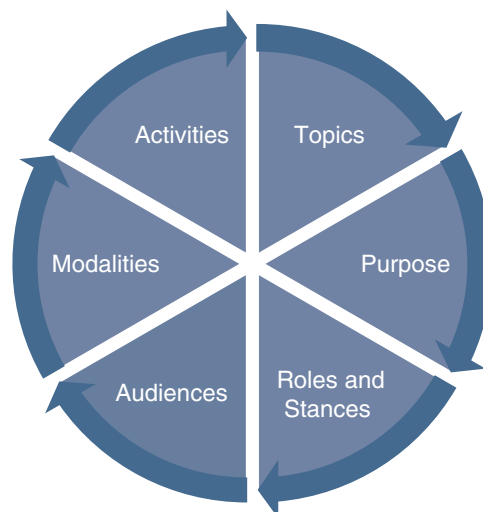
6. The modalities or ways of communicating (orally, visually, digitally, tactilely, or in writing)

7. The restrictiveness or flexibility of multiple language use

8. The understanding of cultural assumptions

9. The amount and appropriateness of **scaffolding**

10. The perceived audience or the participants in the interaction.

The field of language assessment has taken note of the theoretical movement toward more socially driven activity; as a result, it has broadened its scope. Bachman and Damböck (2017) have articulated how this dramatic shift has impacted the classroom. They state that "language assessment is no longer primarily viewed as a technical activity of obtaining **test** scores and analyzing these technically. Rather it is now viewed much more broadly as a socioculturally embedded process" (p. 1). In essence, assessment has moved beyond measurement instruments (i.e., **tests**) to activities that reflect the culture of the classroom and its primary purpose of improving teaching and learning.

One other aspect of sociocultural theory has direct implications for classroom instruction and assessment. With learning considered a more interactive process, a more dynamic and adaptive notion of assessment emerges with an expanded role of teachers and students. That is, for multilingual learners, classroom assessment has become increasingly learner-centered, more inclusive of student voice where students are co-contributors, in collaboration with teachers, to **learning goals** and accompanying evidence for reaching them (Gottlieb, 2016; Moss, 2008; Wajda, 2011).

Translanguaging

Have you ever observed your multilingual learners chatting on the playground, in the lunchroom, in the hallways, or study halls? What languages do you hear? Is it the students' **home language**, English, or an interweaving of both languages?

☆ **Stop-Think-Act-React**

Relax and Reflect: What is your school's theoretical basis for assessment?

In grade-level teams or professional learning communities, teachers and other school leaders should be encouraged to draw (literally) their representation of multilingual development (such as in Figures 1.2 and 1.3) to help better understand instruction and assessment for their multilingual learners. Each drawing should depict how a theory or combination of theories of language learning and assessment might be converted into practice in their classrooms and school. Each group of educators should have time to explain their theoretical orientation and together decide on the prevailing theory for supporting multilingual learners in their school.

"Bilingual kids mix languages and it's OK; it does not mean they are confused, they are just figuring it all out" (BilingualKidspot.com).

As an arm of sociocultural theory, **translanguaging** has been widely applied to language education and has helped shape the transformation and acceptance of multiple languages and languaging as part of schooling (García & Wei, 2018). **Translanguaging**, in essence, is the natural intermingling of languages for given purposes and audiences. For multilingual learners, it is indicative of a single linguistic repertoire rather than the maintenance of two or more independent language systems.

In school, translanguaging represents multilingual learners' access to and use of all their languages, irrespective of the language(s) of instruction (García, Ibarra Johnson, & Seltzer, 2017). In dual language and bilingual education classrooms that have a strong presence of two languages, assessment may be dynamic and fluid, inclusive of translanguaging, to show what multilingual learners can do with language(s) in different circumstances. Broadly speaking, we can say that translanguaging encompasses the linguistic practices of bilinguals (Otheguy, García, & Reid, 2015). In the upcoming chapters, we shall see how to apply this new respect for simultaneous use of multiple languages through translanguaging to classroom assessment.

⭐ Stop-Think-Act-React

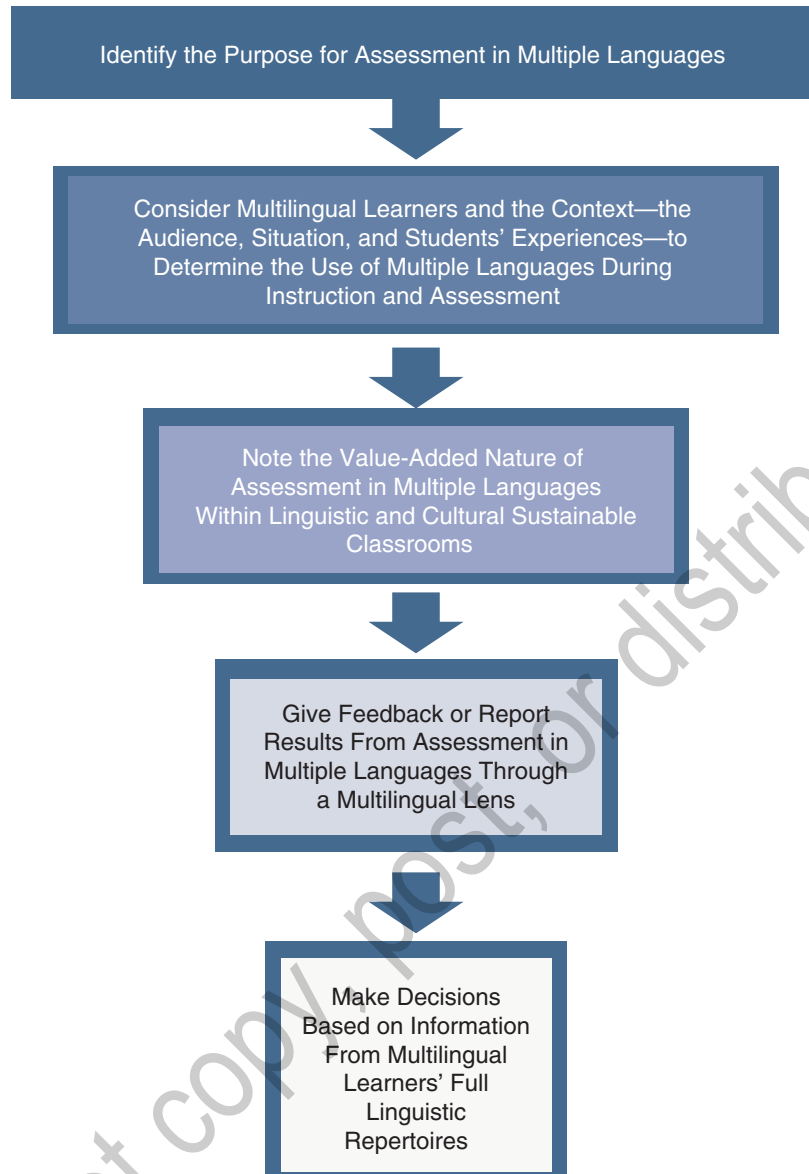### Relax and Reflect: What does translanguaging mean to you?

Ever since the notion of translanguaging came onto the educational scene in the U.S. (García, 2009a) it has stirred up controversy. Be an explorer and take note of the times you hear a mix of languages by multilingual learners and their teachers alike whether inside or outside the building. Ask students if they are aware of the languages that they use with different people and why they make the language choices they do. The information will be useful in formulating a classroom language and assessment policy.

WHAT IS A FRAMEWORK FOR CLASSROOM ASSESSMENT IN MULTIPLE LANGUAGES?

How might theory on multilingual development and language learning help inform the design of a framework for assessment in multiple languages? The research that supports sociocultural pedagogy in multilingual multicultural classrooms also points to having a coherent framework for sociocultural assessment (Smith, Teemant, & Pinnegar, 2004). We take this principle one step further by asserting that to be equitable, classroom assessment for multilingual learners must also be inclusive of the students' multiple languages and cultural perspectives.

Figure 1.4 offers such a classroom assessment framework where the multiple languages of multilingual learners are part of the fabric of assessment planning and practices. Ultimately, decisions are predicated on the purpose of assessment and multilingual learners' use of multiple languages that reveal their entire linguistic pool.

FIGURE 1.4 Framing Classroom Assessment in Multiple Languages

Identify the Purpose for Assessment in Multiple Languages

↓

Consider Multilingual Learners and the Context—the Audience, Situation, and Students' Experiences—to Determine the Use of Multiple Languages During Instruction and Assessment

↓

Note the Value-Added Nature of Assessment in Multiple Languages Within Linguistic and Cultural Sustainable Classrooms

↓

Give Feedback or Report Results From Assessment in Multiple Languages Through a Multilingual Lens

↓

Make Decisions Based on Information From Multilingual Learners' Full Linguistic Repertoires

HOW MIGHT WE CREATE A LANGUAGE AND ASSESSMENT POLICY?

Language policy is educational policy. Schoolwide language policies help establish coherent K–12 language programming for multilingual learners while also supporting the greater school community. School leaders, instructional leaders, school staff, community representatives, family members, and students should join in building consensus around how to portray their school as a haven for their multilingual learners, languages, and cultures.

A stunning example of how multilingualism has become engrained in the fabric of teaching and learning is the language policy of Lincoln International School (Asociación Escuelas Lincoln) in Buenos Aires, Argentina. Its teachers have crafted and adopted a set of belief statements and evidence-based practices as part of its language philosophy that exemplifies its values and highlights the strength of multilingualism. Some of these language-centered, research-based

principles, such as affirmation and enrichment, have become enacted in the school's everyday practices. As multilingualism and multiculturalism are critical to family communication, cultural identity, making meaning, and thinking, the school promotes and reinforces their continuous development. Equally important, in learning through multiple languages as media of instruction, all students:

- Construct understandings about interculturalism and global interdependence

- Develop competencies in conflict resolution in socially responsible ways

- Formulate insights to facilitate movement across cultural and linguistic boundaries

- Respect multiple perspectives.

Policies, including those for language and assessment, designed and upheld by the school and local community, should reverberate in every classroom. Teachers, along with students, should make a pact at the beginning of year that spells out the parameters of multiple language use. Resource 1.1, Our Classroom Language and Assessment Policy, suggests routine language-centered activities where multilingual learners have opportunities to respond according to their typical language use. It can be used as a prototype to develop a language policy for classrooms with multilingual learners. Let students take the lead in describing situations for interacting in multiple languages, suggested in the resource, as the basis for crafting a language policy.

As an extension, multilingual learners should have opportunities to reflect on their personal preferences to formulate their own language policy; Resource 1.2 provides a range of options for students to draw from. For example, to what extent are multilingual learners using multiple languages to search through glossaries, use technology tools (e.g., apps), or discuss school issues with peers? Which language(s) are multilingual learners most comfortable with in exploring content topics and where might they search for information in multiple languages? Resources from multilingual learners' multiple language use could then be pooled to co-create a classroom language and assessment policy.

Students and teachers alike should share their classroom policy that spells out the roles and uses of multiple languages with peers, family members, other teachers, and school leaders. To the extent feasible, if not applicable to the entire school, a uniform language policy should be the norm across a grade level. In that way, multilingual learners' language preferences will be honored and they will have consistency and continuity in their languaging experiences. Equally important, **reliability** or consistency will be built into enacting classroom assessment practices that adhere to the language policy.

THE BIG QUESTION: WHY ASSESS IN MULTIPLE LANGUAGES?

We have finally reached the heart and soul of this book. Simply stated, but with huge implications for **equity** and social justice, assessment for multilingual learners that is only in English fails to represent the whole child and puts the students at a distinct disadvantage (Withycombe, 2019). By definition, multilinguals have the distinct

advantage of having multiple languages and cultures at their disposal. We therefore offer ways in which assessment can inspire and capture multilingual learners' natural interaction in multiple languages to describe and document their full range of oral language and literacy practices. At the same time, we touch on multilingual learners' social emotional development. In doing so, we hope to instill change in classroom instruction and assessment wherever there is a multilingual learner.

Assessment in multilingual languages often requires creative applications of measures in English and other languages for determining multilingual learners' comprehensive language and conceptual development (García, Kleifgen, & Fachi, 2008). For example, in dual language contexts, multilingual learners may make an oral presentation in English while producing notes or a summary in their other language; they may read selections in one language and answer questions in another. If translanguaging, the natural intertwining of languages to promote making meaning, is an acceptable classroom policy, then by extension it should be expected and accepted for classroom assessment. Multilingual learners in general education classrooms can readily access multiple languages in researching topics electronically or when interacting with peers from the same partner language, whether the teacher is familiar with the languages or not, even if the end product is only in English.

Engaging Multilingual Learners in Assessment

From the first day to the close of the school year, students should be participants in classroom instruction and assessment. Purposeful interaction among students to explore and investigate issues of interest should be part of every classroom routine. The ultimate goal is for students to become leaders of their own learning through engaged assessment (Berger, Rugen, & Woodfin, 2014).

One of the initial investigations to introduce assessment to multilingual learners, from early grades through high school, is through surveys. Depending on their ages, students can be guided through the process of formulating and posing questions as well as compiling and displaying data. There are several purposes for collecting, analyzing, and graphing survey data on multilingual learners or all students in classrooms at the beginning of the year, such as in a "Who Are We?" project. Having multilingual learners become engaged in learning about each other has many advantages:

- You will become acquainted with your students on a personal level.

- You can set up social and language norms based on student preferences.

- Your students will have opportunities to interact in meaningful ways.

- Your students will get to know each other through their languages and cultures.

- Your students will be introduced to the essential components of assessment: planning, collecting, analyzing, interpreting, and reporting data.

- Your students will realize that they are integral to the functioning of the classroom and members of a community of learners.

Figure 1.5 (expanded in Resources 1.3 and 1.4 to be compiled by older students or read to for younger students) is an outline of topics that leads to a classroom

CLASSROOM ASSESSMENT IN MULTIPLE LANGUAGES

FIGURE 1.5   A Sketch of My Classroom Portrait by the Numbers

MULTILINGUAL LEARNERS	TOTAL NUMBER
1. Languages	
2. Countries of Origin	
3. Older Siblings; Younger Siblings	
4. Special Interests (e.g., broad categories such as music, sports, social media)	
5. Birthdays (by each month)	

portrait. Teachers may wish to guide the process and later collaborate with colleagues to do the following:

- Compare the perceptions of their students from former teachers against current data.

- Contextualize the data in the breakdown of English learners' language proficiency scores by English language proficiency levels.

- Contextualize the data in estimating multilingual learners' other languages by language proficiency levels.

- Determine the average growth of English learners' English language proficiency over the past 3 years.

☆ Stop-Think-Act-React

Relax and Reflect: How might you extend student engagement into deeper learning and assessment?

A survey that is planned and conducted by students is an entrée into promoting purposeful oral and written discourse in your classroom. It is also an introduction to **multimodal communication**, where students show their learning in different ways—orally, visually, tactilely, kinesthetically, digitally, or in writing. As a first entry in multilingual learners' assessment portfolio, teachers and students may wish to negotiate a preferred product in one or more languages that builds on the information from the survey. Options may include multilingual learners' creating:

- Montages
- Photo albums
- Videos
- Multimedia presentations
- Questioning or interviews of classmates
- Data plots
- Oral autobiographies
- Memoirs.

WHAT IS ASSESSMENT *AS*, *FOR*, AND *OF* LEARNING FOR MULTILINGUAL LEARNERS IN MULTIPLE LANGUAGES?

The trilogy—assessment *as, for,* and *of* learning—is a thread that is woven throughout the book. By centering on the assets of multilingual learners, we acknowledge and leverage their identities and power to become independent thinkers and beings through their multiple languages and cultures. Figure 1.6 shows the relationship among these three assessment approaches as a series of concentric circles.

As shown in the innermost circle, multilingual learners are the center of our educational universe and the force behind **assessment *as* learning**. **Assessment *as* learning** calls upon our students to become leaders of their own learning by assessing their own progress toward mutually agreed upon goals. The interaction between multilingual learners and their teachers or between teachers, the middle circle, in discussion and decision-making constitutes **assessment *for* learning**. **Assessment *of* learning** at a classroom level, represented in the outer circle, is shaped by teachers—individually, as a department, or grade-level team—with input from students and support of school leadership on projects, products, or performances at the close of a unit of learning. Inherent in all these approaches is the potential for assessment to occur in multiple languages (Gottlieb, 2016).

Assessment *as* and *for* learning is often represented as formative assessment purposes; it is differentiated here to recognize the active participation of students as independent thinkers and doers (in assessment *as* learning) and their interaction with teachers (in assessment *for* learning). During assessment *as* and *for* learning, multilingual learners should have opportunities for language choice; that is, all their languages should serve as resources to explore, expand, and delve into learning. Assessment *of* learning is often equated with assessment for summative purposes; it reflects what students have accomplished at the culmination of a period of instruction, typically, a unit of learning. Figure 1.7 offers an overview of features of assessment *as, for*, and *of* learning within the context of multiple language use.

FIGURE 1.6 The Relationship Among Assessment *as, for*, and *of* Learning

Assessment *of* Learning

Assessment *for* Learning

Assessment *as* Learning
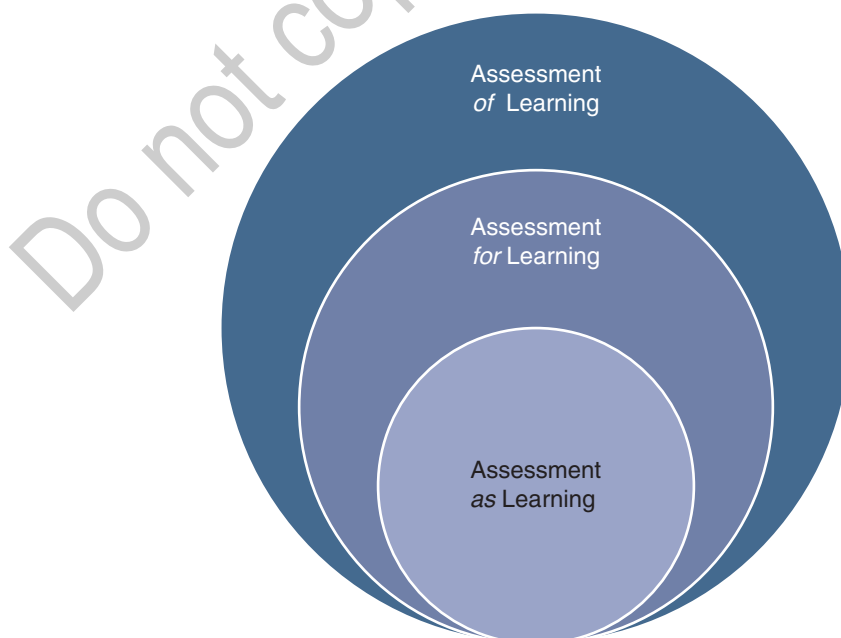
SOURCE: Gottlieb and Honigsfeld (2020), p. 143.

CLASSROOM ASSESSMENT IN MULTIPLE LANGUAGES

FIGURE 1.7 Comparing Features of Assessment *as*, *for*, and *of* Learning

ASSESSMENT *AS* LEARNING…	ASSESSMENT *FOR* LEARNING…	ASSESSMENT *OF* LEARNING…
Invites multiple language use to foster students' **metacognitive, metacultural, and metalinguistic awareness.**	Invites multiple language use to improve teaching and learning.	Invites multiple language use for determining growth in learning and attainment of learning goals.
Occurs on a continuous basis between and among students in multiple languages, facilitated by teachers until self-regulated by students.	Occurs on a continuous basis between teachers and students in multiple languages, as applicable.	Occurs at designated time intervals, such as at the end of units of learning, determined by teachers with input from students.
Is internal to student thinking and learning in one or more languages.	Is internal to instruction and teacher/student learning in one or more languages.	Represents the culmination of an instructional cycle in one or more languages.
Is individualized for students, with consideration for multiple language use.	Is individualized for students and classrooms, with consideration for multiple language use.	Is often standard where teachers follow the same procedures and criteria for success across classrooms.
Encourages students to co-construct activities in one or more languages.	Encourages teachers to create tasks and determine criteria for success with students, with consideration for multiple languages.	Encourages classrooms, grade levels, departments, or schools to design projects, with consideration for multiple languages.
Uses original student work in multiple languages as data sources.	Uses original student work in multiple languages, as applicable, as data sources.	Uses projects or end of unit testing as the primary data sources in multiple languages, as applicable.
Is intrinsically motivated by students, relying on their choice of language(s).	Is instructionally bound, with uses of multiple languages as agreed upon by teachers and students.	Is accountability centered, providing evidence for learning at the classroom, program, and school levels in multiple languages.
Relies on students as assessors and evaluators of their own and others' work.	Relies on immediate **descriptive feedback** to students based on criteria for success.	Relies on scores or feedback related to academic content and language development standards or learning targets.

ADAPTED FROM: Gottlieb (2016).

Relax and Reflect: How does your self-assessment of the three approaches of assessment fare?

Use the descriptors of assessment *as, for*, and *of* learning in Figure 1.7 (replicated in Resource 1.5) to evaluate the extent to which you or your teacher team might incorporate or have incorporated these three assessment approaches into your practice.

WHAT ARE SOME TIPS FOR CLASSROOM ASSESSMENT IN MULTIPLE LANGUAGES?

Multilingual learners are talented individuals who deserve every opportunity to learn in multiple languages. Their language proficiencies are going to vary, not necessarily based on test scores but on their personal and educational experiences, social-emotional factors, the situation, the audience, and the purpose of the message. Assessing multilingual learners is a complicated undertaking; balancing assessment in multiple languages even more so.

As an educator, you should set the ground rules early with your students for your classroom or with other teachers. Here are some suggestions to help form a classroom and school community that values instruction and assessment in multiple languages.

1. Become familiar with your multilingual learners' experiences and patterns of language use in multiple languages (such as those from this chapter's Resources). Have multilingual learners make an inventory of their language preferences for typical situations. Use the information for planning instruction and assessment as well as for giving **feedback** to your multilingual learners.

2. Make sure that your multilingual learners are comfortable using multiple languages by creating a warm, inviting, and safe classroom (and school) environment where students are encouraged to take risks. Create a classroom (and school) language and assessment policy with multilingual learners (and faculty) to agree on the parameters of multiple language use.

3. Given your classroom language and assessment policy, have your multilingual learners self-assess their multiple language use, perhaps by creating or using a **rating scale**, such as in Resource 1.2. Amend your policy based on student feedback on an interim basis as part of classroom meetings or student **self-assessment** and make adjustments, as warranted.

4. Per your classroom language and assessment policy, allow multilingual learners to use multiple languages for specific purposes (e.g., asking and clarifying information or ideas with others who share

their partner language), even if instruction is in English, and carry these routines over to classroom assessment.

5. Remember that the languages of classroom instruction and assessment should reflect the languages of your multilingual learners.

HOW MIGHT WE FACE THE ISSUE? INSTILL AN ASSETS-DRIVEN PHILOSOPHY IN YOUR CLASSROOM OR SCHOOL!

Multilingualism is a worldwide norm. Gaining acceptance of a multilingual stance in the U.S. when the power of English is ever present and xenophobia prevails in some environments is a challenge we face as an educational community. Federal terminology and policy simply do not account for multilingual learners' full linguistic repertoires and do not reflect the students' strengths. The future of education of today's children and youth rests in our hands; we must optimize the potential of multilingual learners by cultivating their most enduring assets—their languages and cultures.

To leverage students' languages and cultures at school, multilingual learners must have opportunities to have their voices heard. Encourage active participation and interaction among multilingual learners to share their perspectives. Take time to listen to student conversations about their feelings toward learning in multiple languages and their preferences for demonstrating what they know. Here are some questions to spark those conversations.

For Younger Multilingual Learners

- Do you use more than one language in school? Which ones? If yes, when do you use them and with whom?

- How do you feel when you use more than one language in school?

- What is best about having more than one language and culture?

For Older Multilingual Learners

- Do you feel positive or negative about the language program that you are participating in? Why? How might you change it?

- Do you feel that your languages and cultures are valued in school? Why?

- Would you like to be able to choose which language(s) to use to discuss ideas with your classmates, take tests, or to produce projects? Why?

In turn, instructional and other school leaders should take it upon themselves to advocate on behalf of multilingual learners by converting deficit-ladened terminology to language that is asset-driven. Use these questions as a starting point to engage in ongoing discussion about how to make multilingualism and multiculturalism the norm from which all of education flows.

For Teachers and Other Instructional Leaders

- Do you feel that the terminology used for English learners and their programs is fair and just? Why?

- Do you think that assessment is the culprit for perpetuating terms that have a negative connotation?

- How might you begin with your school, classroom, or grade/department to make changes to any negative terminology? How might you include multilingual learners and their families in deciding more appropriate terms?

For School Leaders

- Does your school have enrollment procedures that capture incoming kindergartners' use of multiple languages?

- How might you spearhead a schoolwide policy to collect information in multiple languages from multilingual learners at the beginning of a school year?

- How might you form professional learning communities to network with schools with growing numbers of multilingual learners in strengthening classroom assessment in multiple languages?

HOW MIGHT WE RESOLVE THE DILEMMA? ACCENTUATE WHAT MULTILINGUAL LEARNERS CAN DO!

How might classrooms and schools begin to recognize the moral imperative of promoting and infusing multilingualism and multiculturalism into classroom practice in lieu of maintaining a monolingual stance? After all, multilingualism is not the global exception, it's the rule. Isn't it about time that we join this international reality?

We suggest beginning a campaign of assessment in multiple languages with broadcasting the benefits of multilingualism and adopting positive terminology to describe multilingual learners and their educational programs. One clear-cut way to advance the assets of multilingual learners is to value their languages and cultures from the moment that students enter school. For multilingual learners and their teachers, assessment in multiple languages should be part of the initial enrollment process, proceed throughout the day, every day, and be engrained into the psyche of school. Hopefully the kindergarten teachers at Einstein school will be able to convince Mr. George, their principal, of the value of extending the development of multilingualism to their youngest learners.

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

RESOURCE 1.1 FOR TEACHERS AND THEIR MULTILINGUAL LEARNERS

Our Classroom Language and Assessment Policy

Multilingual learners should have input in formulating a classroom language and assessment policy. Use this figure as a guide to help determine when you and your multilingual learners use English, their other language, or both languages (as in translanguaging).

WHAT WE CAN DO:	IN OUR OTHER LANGUAGE	IN ENGLISH	IN BOTH LANGUAGES
1. Ask and answer questions			
2. Do classroom routines, such as give or follow directions			
3. Read assigned materials or do research			
4. Explore the internet to investigate topics or issues			
5. Join in conversations with classmates			
6. Exchange ideas with classmates			
7. Engage in discussions			
8. Take notes or label diagrams			
9. Uses references, such as dictionaries			
10. Prepare and give presentations			
11. Produce projects with classmates			
12. Create criteria for success			
13. Engage in self-assessment			
14. Engage in **peer assessment**			
15. Give feedback to classmates			

RESOURCE 1.2 FOR MULTILINGUAL LEARNERS

My Language Policy (for Older Multilingual Learners)

Read "What I do" from the table, below. How often do you use multiple languages in your classroom: Not at all, Sometimes, Most of the time, or All the time? Put an X in one of the boxes.

Name:_____ Languages:_____

WHAT I DO:	NOT AT ALL	SOMETIMES	MOST OF THE TIME	ALL THE TIME
1. Ask and answer questions in class				
2. Follow classroom routines				
3. Read materials				
4. Explore the internet to investigate a topic or issue				
5. Join in conversations with my classmates				
6. Exchange ideas with my classmates				
7. Write notes				
8. Use bilingual dictionaries				
9. Prepare and give a presentation				
10. Produce a project with classmates				
11. Assess my classmates with criteria for success				
12. Give feedback to my classmates				

RESOURCE 1.3 FOR MULTILINGUAL LEARNERS
My Personal Portrait

Read the questions on the left. Circle the numbers and write in the answers on the right. You may wish to add a selfie or a picture of your family.

Name: _____

My Languages: How many languages do you speak? 1 2 3 4	Which ones?
My Languages: How many languages do you read and write? 1 2 3 4	Which ones?
My Family's Countries of Origin/Cultures:	Outside the U.S., where is your family from?
My Siblings: How many brothers and sisters do you have? 1 2 3 4 5 6	How old are they?
My Special Interests: What do you like?	Music, sports, art, social media? Anything else?
My Birthday Month: In which month were you born?	January, February, March, April, May, June, July, August, September, October, November, December

RESOURCE 1.4 FOR MULTILINGUAL LEARNERS AND THEIR TEACHERS
My Classroom Portrait

Figure out the answers from Resource 1.3 for the whole class. Older students can determine the average number or just tally and give the total number. Then in small groups, students can make a bar graph of the numbers for each of the questions. Put all the information together to make a classroom portrait and produce a mini report.

1. **Our Languages:** How many languages do we speak?	Which ones?
2. **Our Languages:** How many languages do we read and write?	Which ones?
3. **Our Countries of Origin/Cultures:** Outside the U.S: how many countries do our families come from?	Which ones?
4. **Our Siblings:** How many brothers and sisters do we have? How many are older than us and how many are younger?	What are their ages?
5. **Our Special Interests:** What do we like?	Music, sports, art, social media? Anything else?
6. **Our Birthday Months:** In which month were we born?	How many in each month? January, February, March, April, May, June, July, August, September, October, November, December
7. **Our Question for the Class:**	

RESOURCE 1.5 FOR TEACHERS AND OTHER SCHOOL LEADERS
My Personal Use of Assessment *as, for,* and *of* Learning

Reproduce this figure and put an X in the cell(s) whose features are present in your classroom, a P in those which you plan to adopt, and an O for those which you do not plan to tackle. Compare your assessment practices with those of your colleagues, and think about how you might move toward more balanced representation of students and teachers.

ASSESSMENT *AS* LEARNING…	ASSESSMENT *FOR* LEARNING…	ASSESSMENT *OF* LEARNING…
Invites multiple language use to foster students' metacognitive, metacultural, and metalinguistic awareness.	Invites multiple language use for formative purposes.	Invites multiple language use for determining growth in learning and attainment of learning goals.
Occurs on a continuous basis between and among students in multiple languages, facilitated by teachers until self-regulated by students.	Occurs on a continuous basis between teachers and students in multiple languages, as applicable.	Occurs at designated time intervals, such as at the end of a unit of learning, determined by teachers with input from students generally in one language.
Is internal to student thinking and learning in one or more languages.	Is internal to instruction and teacher/student learning in one or more languages.	Represents the culmination of an instructional cycle in one or more languages.
Is individualized for students, with consideration for multiple language use.	Is individualized for classrooms with consideration for multiple language use.	Is often standard where teachers follow the same set of directions and procedures for or across classrooms.
Encourages students to co-construct in English and their partner language.	Encourages teachers to create tasks and determine criteria for success with students with consideration for multiple languages.	Encourages classrooms, grade levels, departments, or schools to design projects with consideration for multiple languages.
Uses original student work in multiple languages as data sources.	Uses original student work in multiple languages, as applicable, as data sources.	Uses projects or end of unit testing as the primary data sources in multiple languages, as applicable.
Is intrinsically motivated by students, relying on their choice of language(s).	Is instructionally bound, with uses of multiple languages as agreed upon by teachers and students.	Is accountability driven, providing evidence for learning at the classroom, program, and school levels in multiple languages.
Relies on students as assessors and evaluators, based on jointly constructed criteria for success.	Relies on immediate descriptive feedback to students based on criteria for success.	Relies on scores or feedback related to academic content and language development standards in relation to program goals.