COLLABORATIVE ASSESSMENT for MULTILINGUAL LEARNERS and TEACHERS

PATHWAYS TO PARTNERSHIPS

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Please enjoy this complimentary excerpt from Collaborative Assessment for Multilingual Learners and Teachers.

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Setting Out on a Journey Through Collaborative Assessment

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The essence of education is not to transfer knowledge; it is to guide the learning process, to put responsibility for study in the student's own hands, and place people on their own path of discovery and invention.

—Tsunesaburo Makiguchi

Are you ready to join us on an extraordinary trip? Are you excited to explore some new territories with us? We definitely are! We have been preparing for this journey for quite some time, so we are thrilled you are here with us!

After many years of following each other's work, at long last we, Margo and Andrea, met in person during a retreat organized by our publisher, Corwin, and began to toss around the idea of collaborating one day. As with many educational partnerships, developing a deep understanding of each other's professional stance generally takes time. At first, there were many competing demands, but over the years, we couldn't help but notice how often we kept crossing paths. At long last, we were able to collaborate!

As we traveled around the United States and beyond, we frequently found ourselves in the same professional space. We participated in some of the same online events during the COVID-19 pandemic, and ever since those trying times, we have cowritten a chapter, served on a panel discussion, participated in joint webinars, and copresented at conferences.

As we kept running into each other—in person or virtually—and our professional lives kept intersecting, we were delighted to rediscover our shared professional interests, including our joint passion for collaboration as the heart of relationship building.

So here we are—our first coauthored book, which we envision as a journey with stops along the way to capture our paths of discovery and on-going learning metaphorically. Each chapter represents a significant adventure we invite you to embark on with us. Throughout the book, "we" will refer to us (Margo and Andrea) as authors, and "you" will address either the readers of the book directly or educators of multilingual learners.

What Is This Book About?

This K–12 practical guide is designed to provide you with ready-to-use tips and adaptable templates that streamline the assessment process and embed it into everyday classroom routines. Set within an assets-based approach to learning, we showcase how collaborative assessment practices support multilingual learners' academic, linguistic, cultural, and social-emotional development. We share evidence-based, research-informed strategies for successful classroom implementation.

Countering the challenges from overreliance on data from high-stakes tests for accountability purposes, we pose pedagogies designed around multilingual learners' linguistic and cultural resources. Through numerous authentic examples, we show meaningful and actionable ways to collaboratively examine student learning within *instructional* and *assessment* cycles across grade levels and content areas.

We highlight how content teachers, ELD or bilingual educators, and other specialists, when working together, can advance teaching and learning for multilingual learners. We also focus on how multilingual learners can interact with each other through dialogic inquiry in seeking responses to questions that they have generated. You will find evidence of how this overall trust built into classroom communities elevates the role of assessment in providing useful information for in-the-moment, short-term, and long-term decision-making.
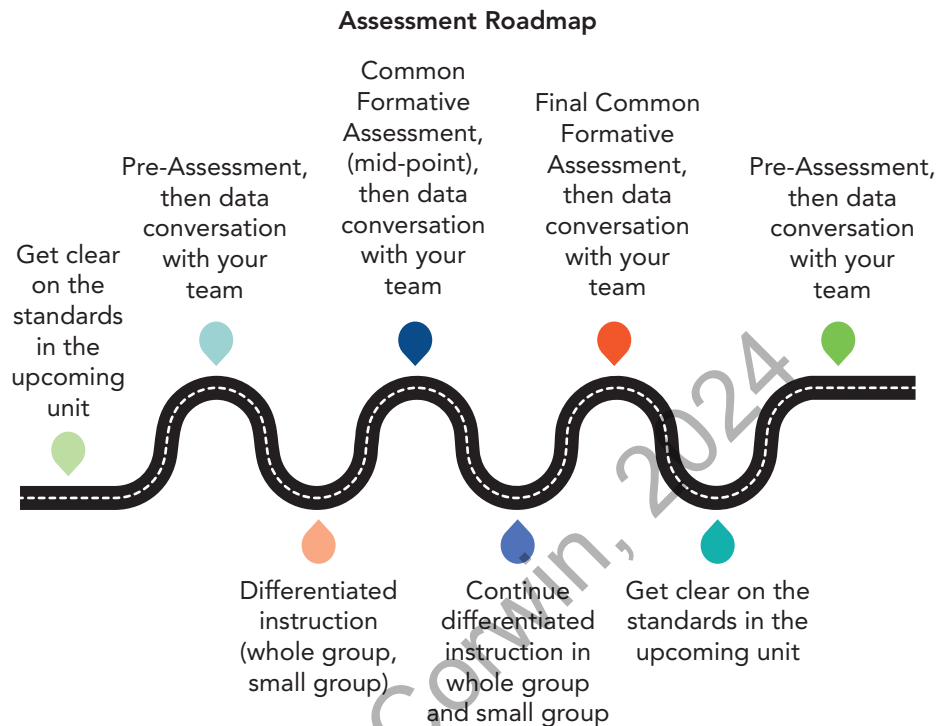
Why Is This Book Needed?

The connection between learning and assessment is becoming much closer than ever before as educators take on a more active role and pay closer attention to multilingual learners' language and literacy development within content learning (Davison & Leung, 2012; Gottlieb & Katz, 2020). But you don't have to do it all and do it alone! The stage has been set for collaborative assessment that embraces increased student voice and choice in documenting their evidence for learning as well as teacher agency to take informed action based on students' needs. We also intend to illustrate the ease with which content and language teachers as well as multilingual learners and families can combine their expertise to ensure and promote linguistic and cultural equity in classroom assessment.

Let's start our journey around the United States and beyond by first by visiting Jackie Griffin, director of Curriculum, Professional Learning, and Language in Skokie School District 73, Illinois, who leads and supports collaborative assessment practices.

> *At East Prairie, multilingual learners are immersed in a dynamic coteaching environment where collaboration is at the forefront. EL teachers work hand in hand with general education classroom teachers, coplanning, coteaching, and coassessing to ensure seamless integration of language development with academic content. Within grade-level teams, teachers collaborate to identify students' mastery levels of standards, providing targeted support or extension as needed. EL teachers contribute a crucial language perspective to these*

discussions, offering valuable suggestions and scaffolds to empower multilingual learners and all students to reach their full potential. This collaborative approach fosters an inclusive and supportive learning community where every learner is equipped with the tools they need to succeed. (See Figure 1.1.)

Figure 1.1   A Road Map of Collaborative Assessment Practices in Skokie School District 73

Assessment Roadmap

Get clear on the standards in the upcoming unit

Pre-Assessment, then data conversation with your team

Common Formative Assessment, (mid-point), then data conversation with your team

Final Common Formative Assessment, then data conversation with your team

Pre-Assessment, then data conversation with your team

Differentiated instruction (whole group, small group)

Continue differentiated instruction in whole group and small group

Get clear on the standards in the upcoming unit

All districts and schools should have a road map that delineates their collaborative assessment journey. In that way, there is a clear vision of the destination and timeline. If not already in place, you should consider coconstructing a map of your own as you read through the chapters, getting feedback from colleagues, and amending it along the way.

Norms for Collaborative Instruction and Assessment

Seven core norms have informed our work and more specifically, have guided the writing of this book. They are based on the premise that in the classroom, collaborative instruction and assessment are intertwined and codependent, so much so, that the two are inseparable. Research-informed and evidence-based practices as well as our recommendations are systematically built upon them:

1. Assets-Based Pedagogy as the Norm

Rather than taking on a deficit-oriented perspective, putting labels on children, or ignoring the rich diversity that students bring to school from home, we fully embrace an assets-based approach to all aspects of multilingual learners' education.

Beatriz Arias (2022) reminds us that this type of "teaching requires that educators abandon a focus on the perceived limitations and weaknesses in students and expand their understanding of the strengths, assets, and funds of knowledge that students and their families possess" (p. 3). Since its inception in 2003, WIDA, a consortium of more than 40 states, territories, and federal agencies, has been dedicated to supporting educators of multilingual learners and has perpetuated a "can-do" philosophy as a primary value for fostering language development and learning (WIDA, 2019). Similarly, other states and Canada have moved into an advocacy role for promoting assets-based educational practices for multilingual learners.

2. Culturally and Linguistically Responsive and Sustaining Education as the Norm

Built on a long tradition of culturally relevant and responsive pedagogies (Gay, 2000; Ladson-Billings, 1995), we advocate for creating a student-centered learning environment inside and out of school that affirms all learners' cultural and multilingual identities, honors their ways of knowing based on their frames of reference, and consistently builds on students' strengths. "Culturally sustaining pedagogy seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling" (Paris, 2012, p. 93).

3. Student Voice and Choice as the Norm

When classrooms and schools center students, their values, perspectives, passions, and interests become paramount in curriculum, instruction, and assessment. Additionally, for multilingual learners, their languages, cultures, and histories are reflected in their learning environment and classroom activities. When students have voice and choice, they become responsible for and agents of their own learning. "Incorporating student voice and/or family voice into student learning is a promising strategy for teachers striving to foster culturally responsive classrooms to enhance education access, opportunity, and success for students who are historically marginalized within the pre-kindergarten to grade 12 education systems" (IES REL Pacific, n.d.).

4. Multilingualism as the Norm

Many students come to school with a primary language other than English. Many more speak more than one language or dialect at home or in their local communities and communicate with immediate or extended family members engaging in fluid, dynamic *languaging*—"the process of making meaning and shaping knowledge and experience through language" (Swain, 2006, p. 98). Multilingual learners also hold onto a critical dimension of their identities, self-definition, and self-expression through language (Esteban-Guitart & Moll, 2014). We strongly agree that language rights are human rights and knowing more than one language is a superpower (see USDOE, 2023). Multilingualism is an ambitious expectation we have for all students and educators both as an individual commitment and societal norm.

5. Learner Variability as the Norm

There is a vast diversity within any group of learners when it comes to their prior and current learning experiences, their motivation and abilities, and their talents, gifts, and interests. Most multilingual learners are uniquely positioned to be at the intersection of sociocultural, academic, cognitive, and linguistic experiences: Our responsibility as educators is to provide them with equitable access to culturally and linguistically responsive and sustaining curriculum, instruction, and assessment through highly engaging and relevant learning experiences. Acknowledging the variability of student characteristics, learning situations, and teacher preparation, research suggests an increase in the likelihood of multilingual learners' success when favorable conditions are created for the following: (a) climate for learning, (b) challenge as learning, (c) clarity of learning, (d) cohesion in learning, and (e) checks into learning (Fisher & Frey, 2023).

6. Family Engagement as the Norm

Multilingual learners, as all children, come from rich family traditions and complex historical, cultural, and individual experiences. Families of students who have been historically marginalized need to see schools as institutions to trust and educators as partners. To achieve this, we advocate for collaborative strengths-based family engagement rather than 'involvement' at its core; we recognize families and their languages, cultures, and traditions as important contributors to students' educational experiences that are integral to schools' curricular journeys.

To tap family expertise and bring it into the fold of schooling, Louise El Yaafouri (2019) offers six tips to encourage their successful engagement. They include the following: (1) making engagement reciprocal by establishing a partnership between family members and the school, (2) aiming for authenticity by "championing relationship building through collaboration" (para. 6), (3) using a culturally responsive approach, (4) keeping it simple through clarity of communication, (5) increasing capacity in growing family members as leaders, and (6) finding your way home through home visits.

7. Collaboration as the Norm

Teaching is a complex profession that requires educators to share their expertise, combine their knowledge and skills, and create shared goals with viable pathways to their success. By forming and engaging in vibrant communities of practice, all stakeholders recognize the challenges and opportunities of working with diverse student populations who deserve nothing less than a shared ownership of equitable, joyful, and enriching learning experiences. What starts with occasional dialogue between students, students and teachers, or among educators hopefully expands to sustained ongoing collaborative action. As Tamara J. Coburn, lead ESL teacher in the Winston-Salem/Forsyth County Schools, North Carolina observes: "Change happens in conversation before it can happen in the classroom."

How Is the Book Organized?

To make this book reader-friendly, we wanted to keep it relatively short and accessible; thus, we have six interconnected chapters filled with figures and icons to lead the way. The following chapter summaries give you a preview of what you will find in each chapter and how we have planned this journey for you:

Chapter 1: Setting Out on a Journey Through Collaborative Assessment

This introductory chapter frames our book. It articulates the context, defines the goals for writing this book, and sets the tone for our travels. We identify the purpose and the foundation for our work and establish its focus in support of multilingual learners. In providing a rationale for collaborative assessment and its advantages for advancing teaching and learning, we set the course for establishing a must-read guide for educators who wish to coordinate instruction and classroom assessment for multilingual learners.

Chapter 2: Collaborative Instructional and Assessment Cycles

In this chapter, we briefly introduce two codependent cycles. The first, the collaborative instructional cycle, consists of four interrelated components: collaborative planning, instruction, assessment, and reflection. We show how together, the four components maximize teacher effectiveness and impact multilingual learners' language and literacy development, content attainment, and social-emotional growth. Within the instructional cycle, we introduce the second cycle, the five iterative phases of assessment, from planning to taking action; we then elaborate how each phase dovetails with and reinforces instruction. Finally, we preview the content of the next three chapters—assessment AS, FOR and OF learning—and how it fits into the collaborative instructional and assessment cycles.

Chapter 3: Collaborative Assessment AS Learning

Building multilingual learners' metalinguistic, metacognitive, and metacultural awareness is integral to collaborative assessment AS learning as it sensitizes multilingual learners to different facets of self-reflection as part of their identity formation. This extension of assessment AS learning invites multilingual learners to learn from each other and form strong and lasting relationships. Simultaneously, it taps the students' linguistic and cultural resources and their use of translanguaging as a collaborative instructional and assessment strategy. We illustrate how students can gain agency in becoming personally accountable for learning and the drivers in setting personal goals, monitoring their own learning, and celebrating their successes.

Chapter 4: Collaborative Assessment FOR Learning

In this chapter, we highlight how students and educators develop relationships by collaborating in classroom assessment. We illustrate how students, in conjunction with their content and language teachers, participate in the instructional and assessment cycles. We learn how students, along with

teachers and coaches, determine the best options for multilingual learners and how teachers, counselors, and multilingual learners explore course options based on information from multiple assessments. In assessment FOR learning, we offer opportunities for you and your students to codesign integrated learning goals and targets and learn how, together, you both benefit by giving and receiving feedback.

Chapter 5: Collaborative Assessment OF Learning

Collaborative assessment OF learning entails a broad range of measures, from those in individual classrooms to ones mandated by the state. With representation from all stakeholder groups, we see the emergence of student, teacher, and leader agency as a road to empowerment. Through student-led conferences and different forms of teacher facilitated project-based learning, we see how students and teachers form partnerships in deciding multimodal evidence for learning. In essence, this chapter shows you how data from assessment OF learning complement those of assessment AS and FOR learning to build and fortify a collaborative system where multilingual learners and their teachers have active roles.

**Chapter 6: Collaborative Assessment Beyond the Classroom**

The final chapter goes beyond the day-to-day in-class practices of assessment AS, FOR, and OF learning and invites you to build partnerships with a range of educators and service providers, coaches, leaders, and families. We continue to urge all members of your school community to take a multilingual turn (May, 2014) and adhere to multiliteracies as principled pathways to student success. We illustrate how our collaborative assessment framework that is anchored in multilingual learners' and their families' linguistic and cultural assets can be adopted school- and districtwide. We also advocate for a systemic approach to collaboration, with a special emphasis on coassessment. The book closes with signs of hope for advancing collaborative assessment as the *overriding norm* in classroom and school settings.

What Are Some Recurring Features?

The chapter summaries might have given you the impression of a book that reads like an academic text. Fear not! We meant it when we suggested early on that we are taking you on a journey. (We don't want to overpromise . . . but this might just end up being a journey of a lifetime!) There are several unique, recurring features in each chapter to serve as your navigational tools and signposts. Our intention is to keep guiding you through the journey of topic exploration while also providing you with continuity and stimulating learning experiences.

We have woven the travel metaphor throughout the book with each chapter unfolding as a different place along our journey. You will notice that the section headings and subheadings as well as the colorful icons created by Claribel González all suggest different aspects of our travels. The major headings are presented in a question

format, whereas the subheadings give suggestions or suggested action steps for your consideration.
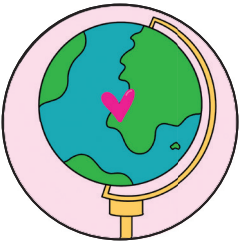
Where Are We Going?

We launch each chapter with a brief visit to the sprawling Katherine Johnson campus with its elementary, middle, and high school. As each section opening question suggests, we want you to get oriented to the topic of the chapter by meeting different educator teams and witnessing a typical scenario or conversation that takes place on campus. The vignettes offer a unique context for each chapter while making the content readily accessible and relatable.

There are two subsections here to aid in our exploration; first, under **Finding Our Way**, we elaborate on the introductory vignette, and then under **Considering Our Options**, we offer alternatives or extensions to our discussion that you may wish to pursue.

How Will We Get There?

The purpose of the next major section is to establish the goals of the chapter and, just as a GPS does, to map out possible routes to follow.

Why Is/Are [_____] Important in Our Journey?

The first thing you might notice in the section heading is that there is a placeholder; it indicates that the title is going to change based on the topic we are exploring. Here our aim is to establish a rationale for the chapter and make a strong case for our recommendations. In that way, you can readily communicate the vision of and the know-how for collaborative assessment to others.

Under **Educator Promises,** you will find a brief introduction followed by a list of promises associated with collaborative assessment practices between students, students and teachers, and teachers that we hope you also embrace. These promises relate our hopes for multilingual learners and their teachers in enacting the instructional and assessment cycles.

How Should We Prepare for _____?

Before we set out on a journey, we need to be well informed and well prepared, so we usually hop on the internet and search for some information. In this section, we offer a detailed description of the topic (where we fill in the blank) and we address what is entailed in classroom implementation.

What Are Some Caveats/Challenges Along the Way?

We do not shy away from obstacles and roadblocks, nor do we want to pretend that there are no unforeseen difficulties along the way. So here we discuss the challenges that we have observed—and you can anticipate—connected to the topic of the chapter. We also offer suggestions for how you might circumvent some of the warning signs.

What Do We Need to Pack?

The journey we are taking you on requires careful preparation and lots of tools and techniques. Here we present practical strategies and resources that you can readily adopt or adapt to your own local needs and contexts. Additionally, we share some resources we hope you find useful in your collaborative assessment journey.

Periodically throughout the chapters, we employ two additional features to reinforce the concepts we introduce.
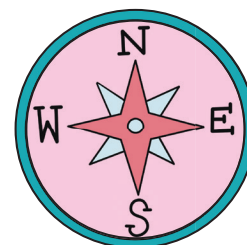
The first, the compass, reminds us of the importance of relying on research and evidence-based best practices. Look for the inserts where we present key research findings or citations that further support our claims and guide our thinking,

The second additional feature, the pit stop icon, invites you to take a short break on your journey with us, process the information we have presented, and reflect on its relevance, usefulness, and applicability to your own context.

Which Pathways Should We Take?

When we travel, we often find many roads in front of us; at times, perhaps, it may seem as if there are even too many paths to choose from! In this section, we recognize and present alternative choices for collaborative assessment as you follow the topic at hand. Here our intent is to guide you and your students in making the most appropriate decisions in choosing the trails you wish to take.

What Should We Do Before Leaving This Stop?

When seeing this icon, you are ready to look back to where you have been on this journey and think back on your successes (and challenges). As we wrap up the chapter, we summarize the key take-aways so you are not too bogged down with luggage.

Where Do We Go Next?

As we head toward our destination, we ask you to slow down a bit. In the final major section of each chapter, we prompt you with some questions to reflect on what you have discovered, determine your own next steps, or plan some new directions to take with colleagues and others, including multilingual learners.

In addition to these recurring features, in each chapter, we take side trips to visit educators around the United States and internationally to learn about their collaborative instructional and assessment practices. We appreciate the trust these educators have placed in us, and we are thrilled to have this unique opportunity to share their experiences with you. You will learn first-hand what works for whom, and why, how, and what kinds of locally developed assessment tools and protocols they have implemented in supporting assessment for multilingual learners.

Introducing the Katherine Johnson Campus

As we begin our journey, we invite you to take a tour of the Katherine Johnson campus with us. "Where is this place and why are we going there?"—you might wonder! This campus, with its three connected schools, is the location of the introductory scenarios that launch each chapter. Through these composite vignettes, we tell the story of many schools, campuses, and districts around the country that are working toward advancing teaching and learning through collaborative assessment for their growing populations of multilingual learners.

The Johnson campus is part of an urban district, but we recognize that many of its practices and policies also have applicability to schools in suburban and rural settings. Its leadership has worked particularly hard to have community outreach to ensure organizations and agencies are integrated into its welcoming culture. Students and families are welcome to access all the multilingual services and contribute their expertise, such as suggesting different classes and taking the initiative to form different clubs.

We realize that this campus is unique in its comprehensiveness, serving as a hub for the entire community. In particular, classes at Johnson include technology, culture workshops, yoga and tai chi taught by family members, as well as courses in three languages, English, Spanish, and Vietnamese. The campus also welcomes local youth clubs, offers meeting space for some youth and community-based organizations, houses several sports teams, and has recently fulfilled the community's desire for a health clinic.

There are even more highlights! The campus has reciprocity with the local library: Teachers share print and digital resources, they intentionally build a joint collection in multiple languages with input from multiple stakeholders; consequently, the library offers afterschool homework help, tutoring, and enrichment programs. Some campus activities are only available to families or caregivers of children attending the schools to encourage and support their engagement. Other events are open to the public, including student performances, concerts, and a recently launched speaker series that focuses on topics families have requested in multiple languages: healthy nutrition, family literacy, digital citizenship, financial literacy, and language development.

You can see why community building is important for the Katherine Johnson campus—unfortunately, we don't have space to elaborate on it in this book. However, we

wish to underscore that the campus serves as the heart of the community. The leadership's intention is for everyone to feel safe and welcome in their schools and surroundings. In addition, secondary students are encouraged to complete their service-learning requirements for graduation within the campus and community—for example, by mentoring students in younger grades or helping the elderly or homebound.

You might be wondering about the demographics of this vibrant community. The campus has close to 40% of its students receiving language support services. There are cotaught language development and content classes as well as a recently established two-way Spanish–English dual language program available to students. More than 15 other languages and cultures are sprinkled throughout the campus, and the multilingual hallways and classroom spaces are a testament to valuing the multiculturalism of the student body. Most importantly, the lived experiences of the students have been systematically embedded within the linguistically and culturally sustainable curriculum.

Let's hear from some educators at the Johnson campus who will share their experiences about an on-going initiative to make learning experiences more consistent, better coordinated, and more impactful for multilingual learners across the various programs.

Ms. Álvarez, the principal of the elementary school, offers the larger campuswide context to the *Collaborative Instructional Assessment Initiative* that is highlighted in the book's scenarios:

> As a school community, we have been very intentional about introducing and systematically supporting this initiative to support our multilingual learners. As one of the pilot schools in the district, we have been participating in a three-year plan. Year 1 focused on collaborative planning and Year 2 on collaborative teaching (prioritizing coteaching but also being flexible to include coordinated or partnership teaching, consultative teaching, and language- and literacy-focused coaching). Now we are in Year 3, and while we continue to strengthen the previous two years' implementation goals, we are focusing on embedding collaborative assessment into curriculum and instruction.

Ms. Bentley, an early elementary grade team leader, reflects on the initiative:

> I really appreciate how we have regularly scheduled coplanning time. In Year 1, it was a bit random at first, but by Year 2, we pretty much had it down. We have learned a lot: We share our beliefs about multilingualism and our resources, such as recommended articles, blogs, and books we find on early childhood education specific to multilingual learners. This year, all grade-level teams informally compare notes about their multilingual learners, exchanging their documentation of student growth toward meeting grade-level standards. To the extent feasible, we always include students in the process.

Mr. Pongrácz is a middle-school educator with multiple certification areas, elementary (with a middle school extension in English language arts), special education (K–8), and an endorsement in K–12 English language development:

> *As a seasoned educator, it was quite an adjustment for me to work more closely with the sixth-grade team. For many years, I was a middle-school self-contained special education teacher. Yes, I was one of those naysayers or fence-sitters— my colleagues teased me about this a lot, but they also listened to my concerns and took my suggestions seriously. Now it makes sense for all of us to work together to create more cohesion! Plus, I no longer feel that I need to know and do it all. . . . that's what colleagues are for . . . to share the responsibility for teaching our multilingual learners.*

Mr. Ciano is the Grade 6 through 8 English language development teacher who travels from class to class:

> *This is what I love about this year: Previously, we had done a lot of work with curriculum mapping and aligning content standards to language and literacy development goals. We started this year by coming together to understand who our students are and what they can do, and we did this work from a whole new perspective. We are expected to examine and interpret data before we come to our weekly meetings! We bring student work samples as evidence of their progress, and we talk a lot about and with our students. We make sense of the data together as everybody sees what the students can do a bit differently.*

Ms. Delva, a paraprofessional and bilingual family liaison, is striving to become a bilingual teacher:

> *I feel my input is welcome and appreciated this year more than in the past. I have been a para working in the district for several years. I am almost finished with my BA in early childhood education, and I am learning so much in the college classroom and even more from my colleagues at school. This initiative has helped me realize that I know a lot about the students and their families. I have been observing these students and connecting with them and their families using our shared languages (I am fluent both in Spanish and Haitian Creole). I have learned that I can offer unique and valuable insights into what the students are experiencing out of school or what they are feeling and thinking when they are lost or overwhelmed. I am also excited to serve as the school bilingual family liaison, which is something I have been doing informally but now it is official, and my families love it!*

Mr. Attali takes pride in being a language development coach:

> I am new to this role, and am very proud that the district established some new positions in pilot schools. I got selected after many years of serving in a range of capacities, including an ELD teaching assistant, bilingual teacher, and dual language educator. My responsibility is to take on a nonjudgmental, nonevaluative role in listening to challenges teachers face and facilitating collaborative processes to help them cogenerate possible solutions on behalf of their multilingual learners.

Ms. Young, the district technology coordinator, is constantly being challenged by her growing responsibilities:

> My role has evolved over the years from offering simple tech support, mainly purchasing equipment and uploading or updating software, to creating a digital ecosystem for the campus. Since COVID, we have been issuing a Chromebook to each student and a laptop to every teacher with a range of programs that are incorporated into sustained in-house professional development. We feel that access to assistive technology as well as multilingual resources [and] translation and interpretation tools are critical for equity across the campus.
>
> This year we have implemented a new data tracking system so teachers can share information about their students, collect and store evidence of student learning digitally, document student growth, and better communicate with caregivers and families. Our next challenge is to collaborate on a new policy to address generative AI (artificial intelligence) in the classroom, for the school, and beyond. We continue to learn about AI and expand technology in the district to stay current and pedagogically sound. I might be the district coordinator—however, I work with a team, and it really takes a combined effort to cocreate policy to move the campus forward.

You might have guessed—yes, there are many more members of the team at the Katherine Johnson complex! While we want to acknowledge all stakeholders, this short introduction through the voices of collaborating educators gives you a feel for the ongoing shift and sense of community that defines the campus. In each subsequent chapter, you will meet a different grade-level team so you can experience a cross-section of collaborative practices across the campus.

How Might This Book Guide You in Supporting Multilingual Learners?

Our hope is that by the time you complete this journey with us, you will have experienced professional affirmation and also will have developed a deeper understanding of how collaborative assessment can create pathways to success for multilingual learners as they interact with each other, other students, and teachers. We will have tackled issues related to assessment literacy and offered you templates for enhancing classroom assessment practices and cocreating assessment policy for multilingual learners. Whatever your position, we will have always tried to center multilingual learners throughout the collaborative instructional and assessment process (Gottlieb, 2022a).

You should not have to work in isolation. Instead, in reading this book, we would like you to envision how you can access strategies that establish or enhance student engagement and agency in collaborative assessment. As professional learning communities or communities of practice, we hope you will have opportunities to process the information, try out some of the protocols, and apply or adjust them to your own contexts.

Let's take a quick detour to Hazelwood School District north of St. Louis, Missouri, where Jessica Marty, coordinator of English Learner, Immigrant, and Migrant Education Services, has been leading a similar change in assessment practices for years:

In response to inconsistencies in grading practices for multilingual students, the Department of English Learner, Immigrant, and Migrant Education Services in Hazelwood School District embarked on what has become a transformative journey toward collaborative assessment within its coteaching initiative. Over the past six years, we have made significant strides toward shaping a comprehensive collaborative assessment framework. Collaborative grading now ensures that each student, in accordance with their individualized language plan (ILP), receives assignments and grades aligned with their English proficiency level, fostering an equitable learning experience.

From kindergarten to high school, technology-assisted collaborative assessment ensures timely feedback for both multilingual and non-multilingual students. This shift from disjointed practices to coassessment has not only resulted in more equitable grading but has also improved student performance on classroom assessments. Through in-the-moment conversations and shared grading efforts, coteachers facilitate meaningful collaboration, ensuring that assessments are not just a measure but a road map for success.

So, Are You Ready to Join Us?

Pack your bags and prepare for this trip with us as we explore the stops ahead! Whether you are traveling solo, bringing some of your colleagues along for a joint adventure, or recruiting your entire school community for this expedition, this journey will expand your horizon, take you to some more or less familiar territories, and offer some breathtaking views of the range of assessment approaches along the way. We're excited to invite you along with us as we proceed to our first stop of our journey, the collaborative instructional and assessment cycles. Together, in partnership, let's forge new pathways as we partake in our adventure.