



CHAPTER 1

EMPOWERING MULTILINGUAL LEARNERS AND TEACHERS THROUGH ASSESSMENT

True teachers are those who use themselves as bridges over which they invite their students to cross; then, having facilitated their crossing, joyfully collapse, encouraging them to create their own.

—Nikos Kazantzakis

The child in the photo has reached the summit of the apparatus. Wouldn't it be wonderful if every student could reach their goals? What an accomplishment! In schools, educators are constantly challenged to make informed decisions based on what happens minute by minute, day by day, week by week, month by month, and year by year. Teachers plan, gather, analyze, and interpret

information for specific purposes from multiple sources so that the results, when reported in meaningful ways, inform teaching and learning; in essence, that's the assessment process. When assessment is fair for all students, it can serve as the bridge to educational equity; if students and teachers have actively engaged in the process, then assessment becomes an empowering experience.



PREMISES OF THE CHAPTER

- Legal and legislative precedent shows assessment inching its way toward more equitable treatment of multilingual learners.
- Assessment purposes and principles, based on linguistic and culturally sustainable practices, should be geared to improving teaching and learning.
- Multilingual learners' languages, cultures, and experiences are powerful resources that serve as stepping stones to student empowerment in assessment contexts.
- Empowerment for students and educators embodies their right to contribute to the assessment process and act on information from assessment.

Equity has become a ubiquitous word that applies to any facet of education with linguistic, cultural, racial, gender, or economic overtones. As educators, especially educators of multilingual learners and other minoritized students, we must build bridges that go beyond creating equitable educational systems to empower multilingual learners, their families, and teachers. The overall purpose of moving toward educational empowerment within assessment contexts is to:

- Accentuate the interaction and relationships among multilingual learners, families, and educators
- Advocate for assets-driven change in assessment policies to positively impact multilingual learners
- Develop and instill student and teacher agency
- Encourage students and teachers to take ownership in teaching and learning.

EDUCATIONAL EQUITY FOR MULTILINGUAL LEARNERS

The intent of this book is not to abandon or dismiss equity; indeed, the pursuit of educational equity for multilingual learners has been and continues to be a part of US history that has been steeped in legislation and litigation. Envisioned within the greater civil rights movement, we trace its roots to the mid-twentieth century. Beginning with the 1950s, each subsequent decade has been marked by a major milestone that has chipped away at K-12 social and educational inequities. We summarize in Figure 1.1 some of these litigation and legislative highlights that have impacted multilingual learners.

FIGURE 1.1 SUMMARY OF LEGISLATION AND LITIGATION IMPACTING EDUCATIONAL EQUITY OF MULTILINGUAL LEARNERS

DECADE	LEGISLATION/LITIGATION	IMPLICATIONS FOR EQUITY
1950s	US Supreme Court decision, <i>Brown v. Board of Education of Topeka</i> (1954)	Banned racial segregation under the equal protection clause of the 14th amendment.
1960s	The <i>Elementary and Secondary Education Act</i> (ESEA, an outgrowth of the <i>Civil Rights Act</i> of 1964)	Held and continues to hold states, school districts, and schools accountable for improving the academic performance of students regardless of economic status, race, ethnicity, proficiency in English, or disability.
	<i>The Bilingual Education Act</i> of 1968, an amendment to ESEA	Provided grants to school districts for specialized programs for students with “limited speaking ability in English.”
1970s	<i>Lau v. Nicholas</i> Supreme Court decision of 1974	Set the legal precedent for the provision of language support in English and solidified the groundwork for bilingual education in public schools.
1980s	<i>Castañeda v. Pickard</i> of the Fifth Circuit Court, Texas (1981)	Proposed three prongs for educational programs serving multilingual learners: 1) theoretical soundness, 2) adequate resources, and 3) proven effectiveness.
1990s	<i>Individuals with Disabilities Education Act</i> (IDEA of 1994, Public Law No. 94-142)	Ensured students with disabilities, from birth to age 21, free, appropriate public education in the least restricted learning environment tailored to their individual needs.
	<i>Improving America’s Schools Act</i> (IASA), the 1994 ESEA reauthorization	Included “Limited English Proficient” students in state assessment systems without accountability requirements.
2000s	<i>No Child Left Behind</i> (NCLB), the 2002 ESEA reauthorization	Mandated English language proficiency standards with an aligned assessment for “Limited English Proficient” students in K-12 public schools.
2010s	<i>Every Student Succeeds Act</i> (ESSA), the 2015 ESEA reauthorization	Required states to establish uniform procedures for identifying and reclassifying “English learners” and transferred accountability from Title III to Title 1.

Historically, the United States has been steeped in assessment. However, it is only since IDEA that there has been a provision with a potentially positive impact on multilingual learners. It states that “assessments and other evaluation materials are {to be} provided and administered in the language and form most likely to yield accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible to so provide or

administer” [Section 1414(b)(3)(A)(ii)]. The 2002 and 2015 ESEA reauthorizations also have this provision, however, without much subsequent state action.

Annual state assessment of English language arts/reading and mathematics has been part of ESEA legislation since 1994, science since 2007. Provision for multilingual learners did not begin until 2002 when NCLB mandated K-12 English language proficiency standards and assessment. While inclusion of multilingual learners may have had the intent of equity in federal prescribed assessment, we have yet to reverse its deficit-laden language.



LET'S CONNECT

To what extent do you believe that the US judicial system has advanced equity in educating multilingual learners? Which court cases and legislation do you think have had the greatest impact on improving educational opportunity for these students? How have these laws been interpreted by your state and district? If you were to craft legislation to challenge pervasive assessment inequity, what would you propose and why?

ENGLISH LEARNERS AS A SUBSET OF MULTILINGUAL LEARNERS

“English learners” is a socially constructed federal term with legal precedence. One stipulation of the 2015 reauthorization of the ESEA Every Student Succeeds Act is that individual states must agree on a common definition of *English learner* with uniform entry/exit criteria for language programs. The reasoning behind having assessment-related uniform state classification criteria for entrance (identification) and exit (reclassification) from language support is to establish greater consistency or reliability in statewide procedures for:

- Identifying the pool of potential English learners
- Classifying and placing English learners in language support programs
- Stipulating when English learners meet established criteria for obtaining English language proficiency
- Reclassifying English learners as English proficient
- Assigning the number of years post transition from language support services for monitoring students’ academic performance.

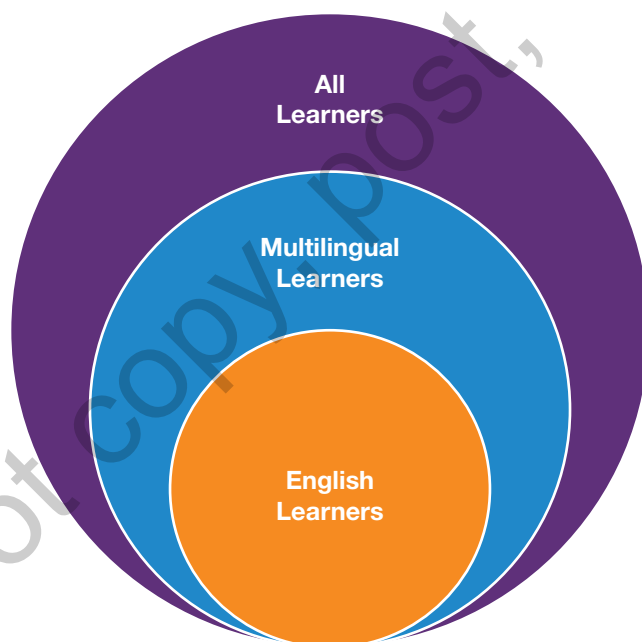
States must have an initial identification process to determine whether students are potential English learners or not. It begins when any student walks through a school door for the first time. The Language Use Survey (see Resource 1.2), often incorporated into the initial registration process, pinpoints those students

who are exposed to or interact in languages other than English. Further screening of this group of students (see Resource 1.1) may include:

- A standards-based screener of English language proficiency (a state requirement)
- A survey of oral language use in multiple languages (a local option)
- A survey of literacy practices in multiple languages (a local option)
- Content-area language samples in a multilingual learner's preferred language(s) (a local option).

The results of initial screening mark membership of English learners and other multilingual learners within the general student population. As shown in Figure 1.2, English learners are one segment of the broader universe of multilingual learners who represent all K-12 learners. We realize that individual states may have different demarcations for these major groups of students; if so, you are welcome to use your local definitions or terms.

FIGURE 1.2 POSITIONING OF ENGLISH LEARNERS AND MULTILINGUAL LEARNERS WITHIN THE TOTAL STUDENT POPULATION



Although instruction may or may not be offered in the languages of multilingual learners, there are several reasons for strongly suggesting assessment in the students' other languages at the time of initial enrollment.

1. Multilingual learners' array of language proficiencies, literacies, knowledge bases as well as school and home experiences should portray their full language resources and competencies.

2. Multilingual learners' achievement in a language other than English is the strongest predictor of their future success in English (Collier & Thomas, 2009). Ascertaining information on multilingual learners' conceptual understanding in their other language(s) helps teachers plan targeted instruction. Students with strong conceptual development in their other language merely need to acquire the labels for the concepts they know; conversely, students without such a foundation will be learning language, literacy, and content simultaneously. Implications for instruction and assessment vary considerably for these two broad groups of students.
3. Multilingual learners' language, literacy, conceptual, and social and emotional development informs instruction and classroom assessment.
4. "To conduct an accurate assessment of the developmental status and instructional needs of multilingual learners, it is necessary to examine their skills in both English and their home language" (National Academies of Sciences, Engineering, and Medicine [NAEM], 2017).

Whenever feasible, one of the first actions after identifying English learners is for paraprofessionals or bilingual family liaisons to accompany teachers to make a home visit (Cardenas et al., 2014; Ernst-Slavit & Mason, 2012) or have a virtual meeting with a translator. Home visits signal an educator's interest in the student's home life, provide insight into each student and family, and offer a context for interpreting assessment data.



LET'S CONNECT

Resources 1.1, 1.2., 1.3, and 1.4 unveil components of a comprehensive procedure for identifying English learners that exceed legal requirements. In reviewing the material, explore your state and local rules, regulations, and policies regarding *when* to collect initial data, *who* is responsible, *what* data to gather and *how*, *which* data to use for decision-making, *when* to make placement decisions, and *where* to archive the data.

In *what* ways and *when* do family members or guardians and students participate in the process? How are they informed and in which languages? *What* additional information helps in interpreting assessment data to make the initial placement decisions?

A Demographic Sketch of Multilingual Learners

Sustained growth of multilingual learners continues across the United States. According to Ramírez and Faltis (2020), in the latest decade, the proportion of multilingual children in US schools rose from 11% to 23% of the entire K-12 student body. Four states have the highest percentages: California, Texas, Nevada, and New Mexico (USDE, NCES, 2018). Adding to the multilingualism of our nation are indigenous populations who have lived here for multiple generations

and wish to study, preserve, or revitalize their linguistic and cultural roots. Native American, Alaskan Native, and Native Hawaiian students, some of whom live in tribal communities and others who are interspersed in the general population, are often considered multilingual learners. Many Pacific Islanders, such as peoples from American Samoa, the Marshall Islands, the Commonwealth of the Northern Mariana Islands, and Guam, also have indigenous roots, multiple languages, and multicultural foundations.

RETHINKING LABELS

This section comes with a warning sign. Although there is an educational and financial rationale for state, district, and school-based categorization, students' assigned labels are often based on monolingual constructs with unintended messages that adversely affect students. These labels tend to negatively characterize and stigmatize multilingual learners, portraying these students as deficient linguistically and academically (Brooks, 2020; Cervantes-Soon et al., 2017; Kibler & Valdés, 2016; Kleyn & Stern, 2018). As many labels problematize the worth of students, affecting their identity and agency (Smith et al., 2021), we use terms that highlight multilingual learners' linguistic and cultural strengths.

Schools and districts can upset entrenched labels that obscure the assets of the student population (Gunderson, 2020). We ask you, if you have not done so, to take on the challenge and create more meaningful local designations for students (and teachers) while retaining terminology that complies with state and federal accountability. To help clarify the many socially constructed distinctions among multilingual learners in your setting, refer to Resource 1.5. We understand that each state has latitude in choosing its nomenclature for subgroups of multilingual learners; however, that doesn't preclude districts from giving these labels a more positive spin.

Multilingual learners are tremendously heterogeneous and have a wide range of educational and personal experiences. These students' multilingual and cultural roots afford them unique ways of seeing, thinking, and interacting that help shape their identities and influence the way they learn. Discussion around labels can be very sensitive and often shape students' learning expectations and identities. Given these caveats, Figure 1.3 provides overall definitions of some commonly used terms assigned to students by schools, districts, or states.



LET'S CONNECT

Do you know what your students think of the labels that have been assigned to them at school? It might be extremely insightful to ascertain how the students feel and take action based on their overall preference. After all, as this book is all about empowerment, the students should be part of the conversation and we must value their choices.

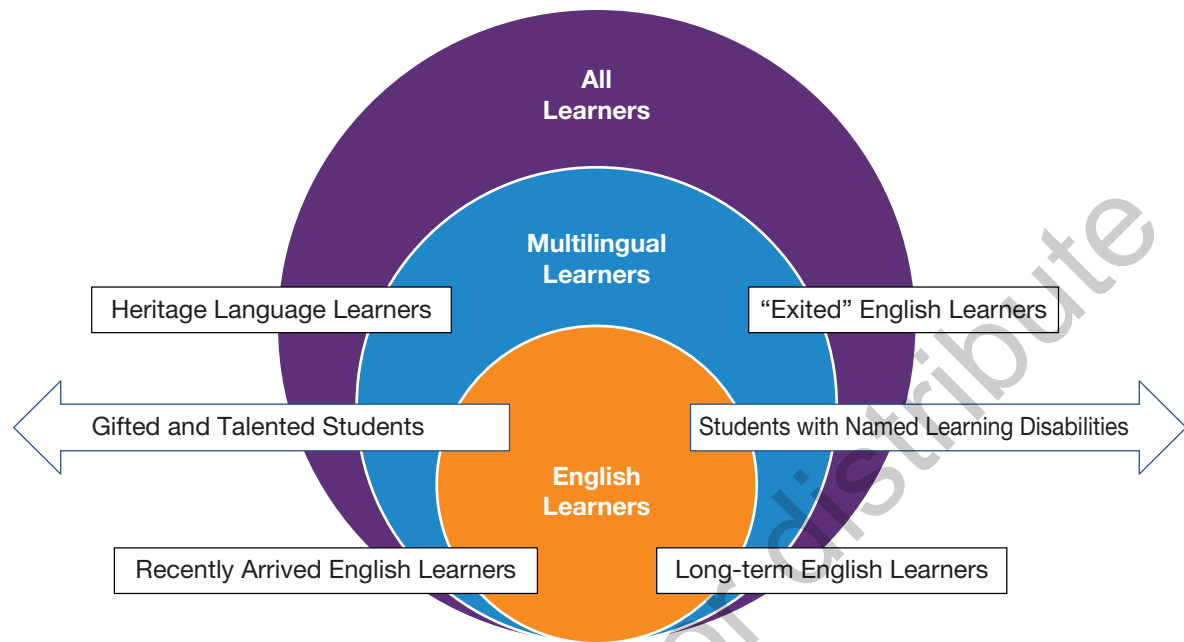
FIGURE 1.3 COMMON TERMS/LABELS FOR SUBGROUPS OF MULTILINGUAL LEARNERS AND THEIR DEFINITIONS

TERM FOR MULTILINGUAL LEARNERS	DEFINITION
<i>Dual language learners</i>	PreK children who are in the process of developing two languages; K-8 students who participate in one-way or two-way dual language education programs
<i>Emergent bilinguals</i>	Students who are often equated with English learners, but are viewed through an assets lens
<i>English learners</i>	The federal legal term from ESSA; students identified through screening and assessment whose current levels of English language proficiency preclude them from accessing and understanding unmodified grade-level material in English without support
<i>English-only students</i>	Exclusive speakers of English who may be participating in two-way dual language programs to develop an additional language
<i>Heritage language learners</i>	Students born and raised in the United States who identify with one or more multicultural groups, are proficient in English, and may understand and communicate in additional languages
<i>Long-term English Learners (LTELs)</i>	Older multilingual learners, generally with six or more years of language support who are orally proficient in English while their literacy has not reached state criteria for “exiting”
<i>Newcomers/Recent Arrival English Learners (RAELs)</i>	First-generation immigrants, refugees, or unaccompanied minors who generally have had little experience with English and schooling
<i>Students with Interrupted Formal Education (SIFE)</i>	Older (middle or high school) multilingual learners who attend school for a while, might return to their home country, and then repeat the cycle, or who have received inconsistent schooling due to acculturation issues, refugee status, homelessness, trauma, or work obligations

Many subgroups of students fall under the multilingual learner umbrella, determined, in part, by state or district assessment results (see Figure 1.4). Some are required reporting categories under ESEA, such as LTELs and English learners with named disabilities. Other terms have emerged from the education field, such as newcomers and SIFE. Gifted and talented students and students with named disabilities apply across the entire spectrum (as the arrows indicate). “Exited” English learners, who have met state criteria, and heritage language learners, who never qualified for language support services, are multilingual learners within the general student population.

Multilingual learners are more than a label, and “English learner” constrains our ability to perceive their many linguistic and cultural strengths—assets that support language and literacy learning (Martínez, 2018).

FIGURE 1.4 LABELS FOR SUBGROUPS OF ENGLISH LEARNERS AND OTHER MULTILINGUAL LEARNERS



LET'S CONNECT

Who are the multilingual learners in your school? Using Resource 1.5, how might you design a set of categories that best describe their characteristics? After working through definitions with your colleagues, create a plan to share your recommendations with school and district administrators, families, and the local school board.

Identifying English Learners With Disabilities

Although not part of the initial identification process, one of the most perplexing questions in language education is to determine whether some students are English learners or English learners with exceptionalities. A 2015 Institute of Education Sciences (IES) study sheds some light on whether a student's academic challenges are related to developing a new language, a learning disability, or some other root cause. Burr, Hass, and Ferrier (2015) point to four key questions to help trigger this distinction:

1. Is the student receiving instruction of sufficient quality to make accepted levels of (grade-level) academic progress?

2. How does the student’s progress in English language development compare with the expected rate of progress for their age and initial level of English proficiency?
3. To what extent are behaviors that might otherwise indicate a learning disability considered to be normal for the student’s cultural background or to be part of the acculturation process?
4. How might additional factors—including socioeconomic status, previous education experience, fluency in another language, attitude toward school and learning English, and personality attributes—impact the student’s academic progress? (p. i)

With school districts implementing the multi-tiered system of support (MtSS) framework, teachers must be aware of the purpose and characteristics of each tier, how to determine movement of students from one tier to another, and when to consider special education referral. As a support system, Tier 1, designed for all students, should be focused on academic acceleration based on linguistic and culturally relevant instruction that is grounded in Universal Design for Learning. Collection of data from multiple resources should offer strong documentation of students’ language and conceptual development.

CENTERING MULTILINGUAL LEARNERS

During the past decades, changing demographics, in particular the increased heterogeneity of multilingual learners, have been transforming schools and communities (Noguera, 2014). We use the term “multilingual learner” not as a substitute or an update for the term “English learner” but as a means for embracing all students in K-12 settings who are or have been exposed to multiple languages and cultures at home or in school. By being more inclusive, we recognize the positive impact of the growing population of multilingual learners.

“Multilingual” is an encompassing, egalitarian, and equitable term as it acknowledges and honors the richness of many languages rather than perpetuating a hierarchy where English is the sole language of power. Said another way, as educators, it is our responsibility to replace the “m” equated with *monoglossia* which focuses on monolingualism as the norm, with the “m” that signifies *multilingualism* and *multiculturalism*, which highlights our society’s many languages and cultures. It is only then that educators of multilingual learners and the students themselves can become empowered.



LET’S CONNECT

What does the “m” signify in your setting—monolingual and monoglossic or multilingual and multicultural? Think of instances in your school that exemplify your choice. If you have not done so already, how might you convince your colleagues of the value of multilingualism and multiculturalism as the norm and collectively envision a pathway to empowerment?

In education we are very quick to use acronyms at the expense of losing the full meaning of the terms. “English learners” is retained here to represent the subset of multilingual learners who qualify to receive language services according to each state’s set criteria to comply with federal law, otherwise, “multilingual learners” is the term of choice for this book.

Multilingual learners are children and youth in K-12 educational settings who have or have had access to multiple languages or who are learning in more than one language at home or at school. We choose not to use the acronym for “multilingual learners” to give all students the full recognition they deserve as individuals.

We center multilingual learners, to:

be inclusive of the students’ assets and resources

accentuate the value of their multiple languages and cultures

instill pride, belonging, and agency in students and their families.

When it comes to assessment, empowered multilingual learners know...

- *Why* they’re being assessed (the purpose)
- *What* they’re being assessed on (integrated content and language targets)
- *How* they choose to be assessed (choice of modalities)
- *What* they are to do next (action based on feedback)
- *What* they are expected to learn and *how* to meet the expectations (evidence)
- *How* they can promote their own learning (through self-reflection).

Having access to all their language resources enables multilingual learners to simultaneously engage in deep and authentic conceptual and language learning. Treating the integration of content and language as the foundation for instruction and assessment is essential for all students to be successful learners (Martínez, 2018; WIDA, 2020).

EDUCATORS OF MULTILINGUAL LEARNERS

Who contributes to the instruction and assessment for multilingual learners? The list is long, as all school personnel, family members, students, and everyone who interacts with multilingual learners should participate. In this way, the entire education community can coalesce and become empowered as change agents, including:

- School, district, and state leaders
- Counselors, social workers, psychologists

- Instructional and data coaches
- Teachers—classroom teachers, content, and specials (art, music, physical education, library science, technology, resource, and more)
- Bilingual and dual language teachers
- Language specialists (aka English as a new language, English as an additional language, English language development teachers)
- Teachers of special education, and gifted and talented
- Teacher educators and university partners
- Paraprofessionals and family/community liaisons
- Families and multilingual learners
- School and district board members.

Working as a team, every educator has a distinct role to ensure that students have seamless access to and participate in appropriate and relevant curriculum, instruction, and assessment. Figure 1.5 describes some teacher and teacher leader responsibilities for contributing to the total educational program of multilingual learners. Where available, paraprofessionals, especially those who are multilingual, provide another linguistic and cultural resource and model. Resource I.6 replicates the chart to identify your local language educators and define their potential roles and responsibilities.

FIGURE 1.5 PRIMARY RESPONSIBILITIES OF EDUCATORS WORKING WITH MULTILINGUAL LEARNERS

EDUCATORS	RANGE OF INSTRUCTIONAL AND ASSESSMENT RESPONSIBILITIES FOR MULTILINGUAL LEARNERS
Bilingual or dual language teachers	<ul style="list-style-type: none"> • Instructing and assessing content in multiple languages • Promoting bilingualism and biliteracy development • Building critical consciousness and social emotional stability
Content teachers (e.g., subject-area “sheltered” teachers and others who work with multilingual learners)	<ul style="list-style-type: none"> • Integrating language and conceptual development while infusing multicultural perspectives • Facilitating assessment of content-specific skills and knowledge in English (with student access to other languages)
Language specialists (e.g., English to Speakers of Other Languages [ESOL], or English as Additional Language [EAL], English Language Development, among others)	<ul style="list-style-type: none"> • Leading English language development through instruction and assessment • Introducing/reinforcing content-related concepts with linguistic and cultural relevance • Supporting students’ other languages, as applicable • Collaborating with content and general education teachers
General education teachers and teachers of gifted and talented students	<ul style="list-style-type: none"> • Ensuring language, literacy, and academic development • Collaborating with language specialists in instruction and assessment • Supporting multilingual learners’ linguistic and cultural identities

EDUCATORS	RANGE OF INSTRUCTIONAL AND ASSESSMENT RESPONSIBILITIES FOR MULTILINGUAL LEARNERS
Instructional coaches (e.g., literacy or content-area coaches)	<ul style="list-style-type: none"> Modeling lessons with built-in instructional assessment Coordinating content and language teaching Assessing literacy based on language proficiency and achievement data Collaborating with grade-level teams and departments
Teachers of specialized subjects (e.g., technology, library science, fine arts, physical education)	<ul style="list-style-type: none"> Supporting students' language development within content Reinforcing cross-disciplinary literacy Collaborating with grade-level teams/departments to increase multimodal options in instruction and assessment
Support teachers (e.g., "interventionists") or special education teachers for students with Individualized Education Programs (IEPs)	<ul style="list-style-type: none"> Enhancing literacy in English (and other languages) Reinforcing content-area skills and concepts Collaborating with content and language teachers
Bilingual liaisons and paraprofessionals	<ul style="list-style-type: none"> Strengthening ties among schools, multilingual learners, and families Supporting social and emotional learning Translating/paraphrasing communications, such as notices or reports
Counselors and social workers	<ul style="list-style-type: none"> Advising student pathways for college and career Assisting in securing additional services, as needed (e.g., psychological, medical) Coordinating student and family support
Principals, assistant principals, and other school personnel	<ul style="list-style-type: none"> Cultivating relationships with students and families Supporting data-informed teaching and learning Formulating goals, policies, and strategic plans with the school and community



LET'S CONNECT

Who are the educators in your school or district who have contact with multilingual learners and their families? How do they work together to advocate for and support the education of multilingual learners? How might their roles be enhanced through more equitable assessment practices?

The increased multilingual learner student population has been accompanied by complex societal and civil rights issues, such as immigration, poverty, and discrimination, that affect school systems. Ongoing crises, including the prolonged life of the COVID virus, racial upheaval, and linguistic and racial oppression,

have severely hampered schooling yet simultaneously have afforded inroads for empowering students and families (Zacarian et al., 2021). We contend that classroom assessment can be a powerful means for teachers and students to become agents of their own learning.

Assessment as a Tool for Empowering Students and Teachers

Today, educators of multicultural children and youth focus on optimizing their students' potential to learn, grow, and thrive academically. Obtaining accurate information from assessments that contain minimal bias is an ethical and equity imperative. Going one step further, multilingual learners can flourish by engaging in assessment that contributes to their agency and empowerment.

Assessing multilingual learners encompasses centering and supporting learning that is student-driven, linguistic and culturally sustaining, and responsive to individual students' strengths and needs. Three approaches—assessment as, for, and of learning—aim to build relationships to empower multilingual learners, teachers, and family members.

Assessment Through the Lens of Multilingual Learners

Applying Ruíz's (1984) framework of language planning (that is more relevant today than ever), we can view language education and language policy as one of three orientations: as a problem, as a right, or as a resource. As educators, we must ensure multilingual learners' languages and cultures are treated as resources that contribute to a pluralistic society. In doing so, we invite inclusion of their

- Varied life experiences to help form positive identities and advance learning
- Growing metalinguistic, metacultural, and metacognitive awareness
- Voice and choice in presenting evidence for learning.

A growing body of literature and research collectively forms a strong foundation for assets-based pedagogies (Arias, 2022). The recognition and enactment of cultural relevance (Ladson-Billings, 1995), funds of knowledge (Moll et al., 1992), culturally sustaining practices (Paris, 2012), and funds of identity (Esteban-Guitart & Moll, 2014) center education advancement for multilingual learners and other minoritized students. This body of work is the grounding for accentuating student strengths and moving assessment policies and practices forward.

The Purposes and Primary Audiences of Assessment

Multilingual learners is the primary interest group when it comes to assessment, therefore, they have the right to know the purposes for assessment and how the information is used. Figure 1.6 outlines the major assessment users (but not all), the purposes for assessment, and example tools and measures.

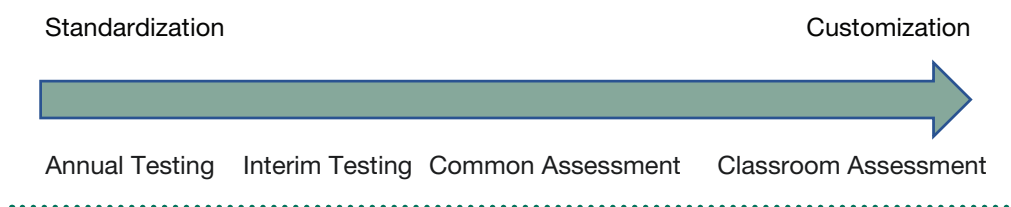
FIGURE 1.6 ASSESSMENT USERS MATCHED TO ASSESSMENT PURPOSES AND EXAMPLE MEASURES

ASSESSMENT USERS	PURPOSES FOR ASSESSMENT	EXAMPLE TOOLS AND MEASURES
Multilingual learners	<ul style="list-style-type: none"> • Self-reflect on learning in relation to criteria for success • Act on teacher and peer feedback to reach learning targets • Meet requirements for classes, programs, schools 	<ul style="list-style-type: none"> • Oral language, text-based, and multimodal student samples and rubrics • Log of home and community language/literacy practices • Evidence accrued for meeting agreed-upon success criteria or learning goals
Teachers	<ul style="list-style-type: none"> • Inform teaching and learning • Guide students in setting learning goals and targets 	<ul style="list-style-type: none"> • Family, community, and student surveys • Student oral language/literacy surveys • Student assessment portfolios • Project-based rubrics or descriptors • Common assessment • Instructionally embedded assessment
Administrators	<ul style="list-style-type: none"> • Comply with requirements for local and state accountability • Determine multilingual learners' language and conceptual growth • Determine multilingual learners' eligibility for, placement into, and reclassification ("exit") from support services 	<ul style="list-style-type: none"> • Language and assessment policy • Student language use survey • English language proficiency screener • Measures of literacy and academic achievement in languages other than English • District and school interim assessment • State language proficiency testing • State achievement testing

Different Types of Assessment in School Settings

The vast majority of multilingual learners function in more than one language, yet state or district standardized tests that are administered on an annual or interim basis remain directly aligned to a monolingual orientation, English, with little acknowledgment of the worth of bilingualism (Chalhoub-Deville, 2019; Shohamy, 2011). That said, common assessment across classrooms, generally at a school level, and everyday assessment at a classroom level can be more dynamic in engaging multilingual learners and representing their linguistic and cultural strengths. These types of assessment, shown in Figure 1.7, form a continuum from the psychometric rigor of standardized group testing to the flexibility of customized assessment for individual students.

FIGURE 1.7 A CONTINUUM OF THE MAJOR TYPES OF ASSESSMENT



The matrix in Figure 1.8 identifies the users associated with the four major types of assessment. Results from state testing equated with federal accountability that fall on the shoulders of state and district administrators have the most widespread consequences for multilingual learners and classroom teachers, yet are administered just once a year. School leaders, classroom teachers, and multilingual learners who are accustomed to working with assessment information on an ongoing basis should have the greatest influence on determining how assessment results can be used to improve teaching and learning.

FIGURE 1.8 MAJOR TYPES OF ASSESSMENT AND THEIR PRIMARY USERS: WHAT DECISIONS ARE MADE WITH THE INFORMATION?

	ANNUAL ASSESSMENT	INTERIM ASSESSMENT	COMMON ASSESSMENT	EVERYDAY ASSESSMENT
State Policymakers				
District Administrators				
School Leaders				
Classroom Teachers				
Multilingual Learners				

Adapted from Gottlieb and Calderón (forthcoming)



LET'S CONNECT

Given the purposes for assessment in Figure 1.6, what are your classroom, school, district, and state measures? Do you feel the results are accurate and fair for multilingual learners? Is the students' bilingualism considered? Are there a full complement of measures, too many measures, or too few measures and types to obtain a comprehensive account of what your multilingual learners can do? We invite you to complete Figure 1.8 or Resource 1.7 to work through these questions.

Assessment-Related Terms

Assessment literacy refers to understanding and applying the concepts and process associated with the design and use of high-quality assessments. A professional learning community or a schoolwide professional learning series dedicated to assessment literacy can provide teachers and administrators insight into the inner workings of assessment for multilingual learners. As a primer, Figure 1.9 defines some assessment-related terms that apply to students and asks you to provide a local example.

FIGURE 1.9 DEFINING SOME ASSESSMENT-RELATED TERMS IN SCHOOL SETTINGS

ASSESSMENT TERM	DEFINITION	LOCAL EXAMPLE
Assessment	The process of planning, gathering, analyzing, interpreting, and using data for decision-making	
Benchmark or interim assessment	Commercial measures used to monitor student progress at predetermined junctures throughout the school year; usually considered a predictor of annual assessment results	
Classroom assessment	Intentional collection of information as part of the instructional routine	
Common assessment	Measures/projects that are crafted by educators with uniform application of descriptors/rubrics across multiple classrooms	
Criterion-referenced assessment	Measures whose results are reported with reference to established criteria, such as student standards	
Diagnostic testing	Measures whose results pinpoint students' extent of mastery of specific skills (and often what students are lacking)	
Assessment for "formative" purposes	A process internal to instruction that offers results or concrete feedback in a timely fashion to inform teaching and learning	
High-stakes tests	Standardized measures whose results have consequences for students, teachers, schools, or districts	
Large-scale assessment	Tests given to students in districts and states on an annual or interim basis	
Norm-referenced tests	Standardized measures that compare or rank scores of a selected group of students which has taken the test of typically the same age or grade as those of the test taker	
Performance assessment	Authentic hands-on tasks where students produce original work that is generally interpreted with criteria for success based on descriptors, rubrics, checklists, or rating scales	
Portfolio assessment	A collection of original student work that is evaluated holistically against a rubric or descriptors	
Standardized testing	Tests with standard administration (i.e., time frame, directions) whose results are reported as scale or standard scores	
Assessment for "summative" purposes	The sum of evidence for learning gathered at the culmination of a designated point in time, such as at the end of a unit of learning	
Test	A sample of student learning at one point in time	



LET'S CONNECT

Using Resource 1.6, brainstorm and list assessment measures given to multilingual learners. Then classify the measures by purpose and language. Is there a balanced representation of each at each level of implementation? If not, what suggestions might you make to include both sets of data in drawing conclusions about the performance of multilingual learners?

Considerations in Assessing Multilingual Learners

The attributes of multilingual learners, including their linguistic expertise and multicultural resources, coupled with the features of their language program(s), provide the context for assessment. Figure 1.10 helps teachers understand how language, culture, and prior learning shape student assessment.

FIGURE 1.10 INDIVIDUAL STUDENT AND PROGRAMMATIC VARIABLES THAT INFLUENCE ASSESSMENT FOR MULTILINGUAL LEARNERS

INDIVIDUAL STUDENT VARIABLES IMPACTING ASSESSMENT FOR MULTILINGUAL LEARNERS
<ul style="list-style-type: none">• Age• The language(s) and culture(s) of everyday interactions• Educational experiences, starting at preK• Continuity of educational experiences (considering mobility, interruption of schooling, attendance)• Oral language proficiency, literacy, and achievement in languages other than English• Oral language proficiency, literacy, and achievement in English• Personality, attitude, and motivation for learning, as well as other affective factors, such as trauma• Socioeconomic status of students' families, including access to resources (e.g., technology)• Identified learning disabilities (i.e., per Individualized Education Programs), if applicable
PROGRAMMATIC VARIABLES IMPACTING ASSESSMENT FOR MULTILINGUAL LEARNERS
<ul style="list-style-type: none">• The program's mission, vision, and values• Time per day and content areas for language support services• Amount and models of language support across years—stability of the instructional program for individual students• Integration of language support within the general education program• Amount of collaboration among teachers serving multilingual learners• The continuity of the language(s) of instruction from year to year• Opportunities for student growth in languages other than English• Endorsement by leadership of linguistic and culturally sustaining schooling

Principles of Classroom Assessment for Multilingual Learners

Why is a set of principles important for guiding the assessment process? Classroom-based principles, when crafted by teacher or administrative teams, acknowledge the expanding role of educators as assessment leaders and set the groundwork for sound assessment practices. The following **principles** can help guide a school or district in revisiting and transforming what is currently in place:

1. Assessment relies on the collective expertise of students, families, and educators.
2. Assessment has a stated purpose that is shared with its users and tied to the gathering, analysis, and use of information.
3. Assessment, as instruction, reflects Universal Design for Learning with its multiple means of student engagement, representation, expression, and action.
4. Assessment is intertwined with and is an expression of curriculum and instruction.
5. Assessment design represents and incorporates multilingual learners' linguistic and cultural richness, including:
 - Students' multilingualism and multiculturalism
 - Multiple pathways and modalities (e.g., text + visual, graphic, kinesthetic, oral)
 - Accessibility to resources in multiple languages, including technology
 - Linguistic and culturally relevant text, illustrations, and materials
 - Planned interaction between and among students.
6. Assessment is informed by student exemplars with clearly defined criteria for success.
7. Assessment is student-driven and teacher-facilitated with the primary goal of informing teaching and learning.
8. Assessment is flexible and dynamic by being:
 - Fair, equitable, and accessible to every student
 - Reflective of student experiences, languages, cultures, and perspectives
 - Supportive and inclusive of all students
 - Based on student learning goals derived from grade-level content and language standards
 - Strengths-based, authentic, and humanistic.
9. Assessment is adaptive to individual students with transparent and meaningful data, enabling teachers, students, and families to take positive action from feedback or results.
10. Assessment is anchored in a theoretical framework that is geared to empower students and teachers.



LET'S CONNECT

Does your school or district have classroom assessment principles that underscore equitable practices for multilingual learners and their teachers? If not, which principles might you consider adopting as a school? How might some of these principles be enacted as school or district policy?

EMPOWERING MULTILINGUAL LEARNERS AND THEIR TEACHERS THROUGH ASSESSMENT

Assessment, when envisioned as a process such as in Figure 1.11, can offer opportunities for multilingual learners and their teachers to collaborate, interact, and make joint decisions. Its four phases contribute to building consensus in classroom communities. Designed for units of learning, this process can be readily adapted to individual lessons.

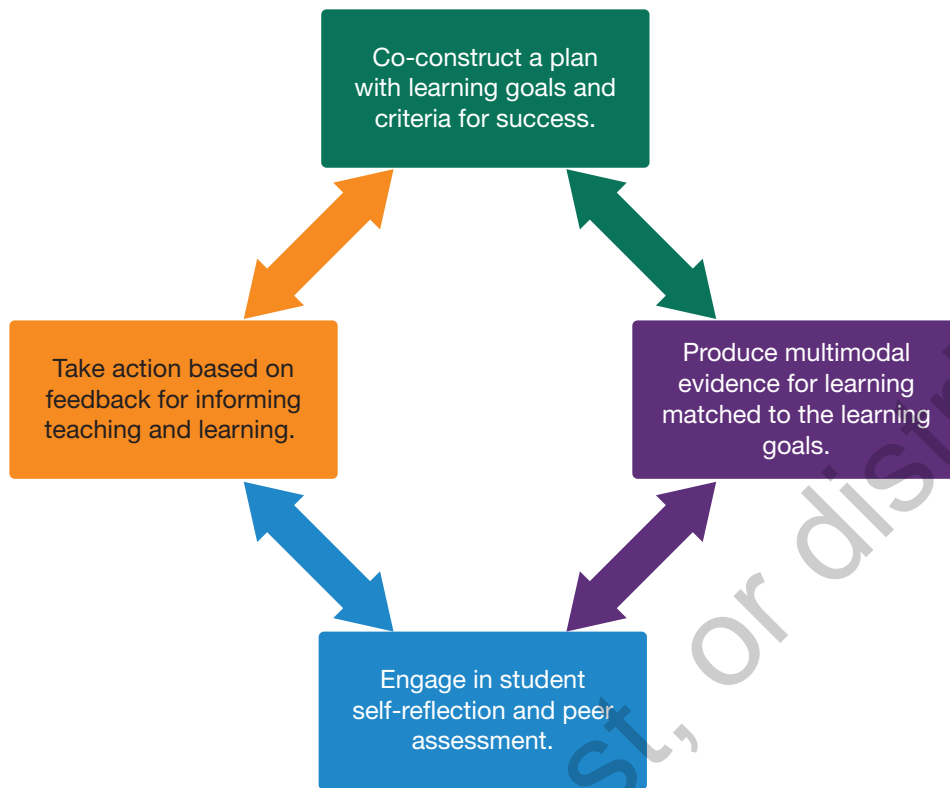
- In the co-planning phase, teachers and multilingual learners confer to create integrated learning goals.
- The next decision is to identify the personal and standards-referenced criteria that best represent the goals along with agreed-upon evidence for learning.
- In the third phase, students self-reflect and interact with their classmates on what they have learned, how they have learned it, and its significance.
- Lastly, together, multilingual learners and teachers revisit their learning plan and decide next steps.

Assessment in Linguistic and Culturally Sustainable Schools and Classrooms

Classroom assessment, as learning, is a social activity that occurs in context, not in isolation. For multilingual learners and their teachers, a linguistic and culturally sustainable environment is the optimal context in which instruction and assessment operate. Ladson-Billings (1995) first described the intersection between culture and education as culturally relevant pedagogy. Three components—student learning, students' cultural competence, and students' critical consciousness—lend themselves to a model that supports students' cultural identities and perspectives.

Linguistic and culturally sustainable schools and classrooms value each student as a learner with inherent strengths and resources that “seek to perpetuate and foster linguistic, literate, and cultural pluralism for positive social transformation” (Paris & Alim, 2017, p. 1). In other words, linguistic and cultural sustainability in schools, if truly enacted, encapsulates student and teacher empowerment.

FIGURE 1.11 AN ASSESSMENT PROCESS FOR EMPOWERING MULTILINGUAL LEARNERS AND THEIR TEACHERS



Student, home, and community assets are not peripheral to but are embedded in curriculum, instruction, and assessment.

Nurturing linguistic and cultural sustainability means that we uphold community practices and incorporate them into the lifeblood of schools. Culture, as seen through the eyes of multilingual learners, is dynamic and fluid where there is a blending of traditional roots with contemporary views. Multilingual learners' and other minoritized students' ways of knowing and communicating are the basis for furthering their learning.

In linguistic and culturally sustainable classrooms, teachers are mediators and facilitators who help students maintain high expectations in moving from the known to the unknown. Classroom instruction and assessment are congruent with the cultural value of the surrounding communities, reflecting their “funds of knowledge” (González et al., 2005) along with students’ individual “funds of identity” (Esteban-Guitart & Moll, 2014). In applying linguistic and culturally sustainable teaching practices to classroom assessment, teachers are aware of multilingual learners’

- Range of linguistic, cultural, and lived experiences
- Sociocultural identities across classroom activities

- Unique perspectives in carrying out tasks and projects
- Access to and use of their multiple languages.

Schools which highlight a multilingual multicultural presence

- Understand how multilingual learners (co-)construct knowledge
- Incorporate students' and families' experiences, languages, and cultures into teaching and learning
- Foster interactions among school, home, and community
- Validate affirming views of multilingualism and multiculturalism
- Use instructional and assessment strategies that tap students' assets and resources
- Advocate on behalf of all students and their families
- Encourage students to become autonomous learners.

Culturally sustaining teaching is about building a learning partnership based on trust with students who have historically been marginalized in schools (and society). Teachers help deepen the students' understanding while students tackle more rigorous work that leads to enriched learning (Z. Hammond, 2015). Resource 1.8 is a self-reflection tool to evaluate the extent of linguistic and cultural sustainability for your school.

The changing demographics of our country require schools to respond to increasing numbers of heterogeneous multilingual learners and families. In turn, curriculum, instruction, and assessment must become more relevant to the students' interests and lives. "Schools can make a positive and significant difference for students when educators account for the complex interaction of language, culture, and context, and decisions are made within a coherent theoretical framework" (Miramontes et al., 2011, p. 10).

Assessment must be inclusive, fair, relevant, comprehensive, and yield meaningful information for its multiple users. For multilingual learners, assessment and instruction must also be linguistic and culturally sustaining. Teachers who understand the power of assessment data for student self-efficacy and advocacy can set the stage for success of their students in school and beyond. Ultimately, multilingual learners and their teachers in gaining agency can cross the bridge to empowerment.

Language Choice for Multilingual Learners

Before leaving this first chapter, we wish to emphasize that in student-centered classrooms student choice should be a mantra and hallmark of instruction and assessment. For multilingual learners, language choice should be a prime consideration for any learning experience. Figure 1.12, reconfigured in Resource 1.9, offers multilingual learners language choice in a variety of situations.

FIGURE 1.12 LANGUAGE PREFERENCES FOR INSTRUCTION AND ASSESSMENT

MULTILINGUAL LEARNERS HAVE LANGUAGE CHOICE IN	HOW IS IT HAPPENING?
1. Communicating learning with family members	
2. Interacting with peers in pair work	
3. Collaborating with peers during small group work	
4. Conversing with educators and school personnel of shared languages	
5. Conducting research or exploring essential questions	
6. Investigating content-related resources	
7. Using technology to increase comprehension across the content areas	
8. Recording learning or providing evidence for learning	
9. Showing their knowledge and skills	
10. Engaging in self-assessment or reflection	

Given a legal and legislative backdrop, in this chapter, we introduce the users, the program models, and basic definitions that are key to gaining understanding of assessment for multilingual learners. We negate the notion of labels for compartmentalizing a mostly unique and heterogeneous multilingual student population, whose linguistic and cultural assets should prevail in curriculum, instruction, and assessment. What is most important, however, in crossing the bridge to assessment empowerment is ensuring linguistic and cultural sustainability in our schools and classrooms and giving multilingual learners voice and choice so they can reach their personal goals.



FINAL CONNECTION

Thinking about the background information for assessment, how is your classroom, school, or district leveraging its linguistic and cultural capital on behalf of its multilingual learners, families, and communities? As you reflect with your colleagues, here are some additional questions to ponder:

1. What is the significance of the term “multilingual learners” to you and what are its implications for assessment?

(Continued)

(Continued)

2. What are your initial thoughts on empowering multilingual learners and teachers through instruction and assessment? How might you, your grade-level team, professional learning community, or entire school respond?
3. How might you and your school adapt or adopt principles of classroom assessment inclusive of your multilingual learners?
4. What actions might you take, whether you are a pre-service or in-service teacher or school leader, to advocate for linguistic and culturally sustainable assessment for multilingual learners?
5. How might you envision building a metaphorical bridge to empower multilingual learners and their teachers. How would you describe the journey?

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SELECT REFERENCES FOR IDENTIFYING MULTILINGUAL LEARNERS WHO ARE “ENGLISH LEARNERS” AND “ENGLISH LEARNERS WITH DISABILITIES”

You might wish to explore these additional references to help with initial identification of English learners and multilingual learners with potential disabilities:

The US Department of Education, Office of English Language Acquisition’s 2016 Toolkit, Chapter 1, names tools and resources for states to identify English learners, including sample state forms (see bit.ly/3OnJEAW)

- Individual state education agencies’ (SEAs) websites offer specific guidance for identifying English learners along with reclassification criteria.
- SEAs explain procedures for identifying English learners with disabilities consistent with the Individuals with Disabilities Education Improvement Act of 2004 (US Department of Education, n.d: bit.ly/3OdHKTs /).
- State frameworks inclusive of multilingual learners have provisions for supporting assessment in the students’ multiple languages. Consider following the recommendation from the Council of Chief State School Officers’ 2018 *Framework on Supporting Educators to Prepare and Successfully Exit English Learners with Disabilities from EL Status* (bit.ly/3MyC45a) or check out the Minnesota Department of Education’s Evaluation Lending Library with materials in Spanish and other languages (<https://tinyurl.com/y3b4bh2x>).

There is a growing library of books dedicated to multilingual learners with disabilities that treat assessment through a strengths-based lens, such as

- Focus on Special Educational Needs (Sánchez-López & Young, 2018)
- Special Education Considerations for Multilingual Learners: Delivering a Continuum of Services. 3rd ed. (Hamayan et al., 2022)
- *Language, Learning, and Disability in the Education of Young Bilingual Children* (Castro & Artiles, 2021).

References of Major Legislation and Litigation Involving Multilingual Learners

- *Brown v. Board of Education of Topeka*, 347 US 483, the US Supreme Court decision of 1954
- The *Elementary and Secondary Education Act* (ESEA), PubL 89-10, 1965
- The *Bilingual Education Act* of 1968, PubL81-874, an amendment to ESEA
- *Lau v. Nicholas*, 414 US 563, US Supreme Court decision of 1974
- *Castañeda v. Pickard*, the Fifth Circuit Court of Appeals decision of 1981
- The *Individuals with Disabilities Education Act* (IDEA, Public Law No. 94-142) of 1990 & 2004
- *Improving America’s Schools Act*, PubL 103-382, the 1994 ESEA reauthorization
- *No Child Left Behind Act*, PubL 107-110, the 2002 ESEA reauthorization
- *Every Student Succeeds Act*, PubL 114-95, the 2015 ESEA reauthorization.

RESOURCE 1.1

INITIAL ASSESSMENT AND POLICIES FOR MULTILINGUAL LEARNERS

Schools and districts are welcome to choose from these lists of school- or district-level measures and policies for multilingual learners. Look at Resources 1.2 to 1.5 for some ideas, brainstorm with colleagues, and then decide on My School's or District's Measures and Policies for Multilingual Learners for your context.

Required Measures Upon Initial Entry in a School District for Identification Purposes

- A Language Use Survey (or the equivalent, such as a Home Language Survey)
- An English language proficiency screener

Additional Suggested Measures

- A survey (or interview) of a student's oral language use in multiple languages
- A survey of a student's literacy practices in multiple languages
- A content-based writing sample in English and the student's other language
- An informal reading inventory in English (and Spanish, if applicable)

School or District Language and Assessment Policies

Here are some potential policies for multilingual learners. Decide whether to keep current policies, prioritize amending policies, or formulate new ones.

1. Accessibility and accommodations for state and district achievement tests in English, including district interim and benchmark tests (provisions that may enhance student performance but that do not affect the test's validity)
2. Accommodations for state and district language proficiency tests for multilingual learners with named disabilities as stated in their Individualized Education Programs (IEPs)
3. The language(s) of classroom, school, and district assessment and their match to instruction
4. Classroom assessment of multilingual learners scaffolded according to their levels of language proficiency or language status
5. The use of translanguaging in individual classrooms and/or the school
6. Access to multiple languages during instruction and assessment
7. The inclusion of students' and families' languages, cultures, and lived experiences in curriculum, instruction, and assessment
8. The communication of assessment information to students, teachers, and families, including their role in decision-making.

MY SCHOOL'S OR DISTRICT'S MEASURES AND POLICIES FOR MULTILINGUAL LEARNERS

Use the information above to select, revisit, or design assessment measures and policies.

Required Measures Upon School Entry	Additional Measures
Classroom Assessment Policies	School or District Assessment Policies

RESOURCE 1.2

A SAMPLE LANGUAGE USE SURVEY FOR NEWLY ENROLLED STUDENTS

We would like to know about all the languages you speak. Please answer these questions. (You may give this brief oral interview as part of registration or translate questions, as necessary.)

1. Which languages do you listen to or speak at home?
2. With whom do you speak languages other than English every day?
3. Tell me the grades you completed in the United States. If you went to school in Puerto Rico or another country, tell me those grades. Finally, tell me the grades when you did not go to school for the whole year.

WHERE HAVE YOU GONE TO SCHOOL?														
Schools in the United States. Which grades did you complete?	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12
Schools outside the United States. Which grades (years) did you complete?	PreK	K	1	2	3	4	5	6	7	8	9	10	11	12

RESOURCE 1.3

A SAMPLE ORAL LANGUAGE USE SURVEY FOR MULTILINGUAL LEARNERS

Which language(s) do you use around your home, community, and school? Tell me if use your other language(s), English, or both languages with the people and places that I name. *(As the student responds, mark the designated box.)*

WHICH LANGUAGES DO YOU SPEAK	MY LANGUAGE OTHER THAN ENGLISH	ENGLISH	A MIX OF BOTH LANGUAGES	NOT APPLICABLE
With your parents or guardians				
With your grandparents				
With your brothers and sisters				
With other family members who live with you				
With your sitters or caregivers (if any)				
With your neighbors				
With your friends				
<i>Around Your Neighborhood</i>				
At the store				
At the clinic or doctor's office				
Outside, as in a park				
At a market or fast-food place				
<i>Around Your School</i>				
On the playground or outside				
In the lunchroom				
In the halls				
During free time				

RESOURCE 1.4

A SAMPLE LITERACY SURVEY FOR MULTILINGUAL LEARNERS

Which can you or do you read and write outside of school? Mark the box to show whether you use your language other than English, English, or both languages.

BEFORE OR AFTER SCHOOL . . .	IN MY LANGUAGE OTHER THAN ENGLISH	IN ENGLISH	A MIX OF BOTH LANGUAGES	NOT AT ALL
I Can Read . . .				
Signs in streets and store windows				
Maps or directions (e.g., on an app)				
Schedules (e.g., school, bus, or train)				
Infographics or posters				
Emails or texts from friends				
Information from social media				
Brochures/pamphlets				
Short stories				
Poetry or songs				
Illustrated books				
I Can Write . . .				
Information on forms				
To-do lists				
Notes in my classes				
Texts or emails				
Entries in a journal				
Short stories				
Poetry, raps, or songs				

RESOURCE 1.5

DESCRIBING YOUR MULTILINGUAL LEARNERS

Who are the multilingual learners in your setting and how would you define each group? To what extent do assessment results determine these students' status? Referring to Figure 1.3, complete the table below by checking the applicable terms and coming to consensus on their definitions. Consider whether you and your colleagues need to present a more positive strengths-based portrait of your students, what you might suggest, and to whom.

TERM/LABEL FOR STUDENTS	PERSONAL OR LOCAL DEFINITION	USED BY THE SCHOOL	USED BY THE DISTRICT	USED BY THE STATE
Dual language learners				
Emergent bilinguals				
English learners (ELs) or a comparable term				
English learners with learning disabilities				
Gifted and talented English learners				
Heritage language learners				
Linguistic and culturally diverse learners				
Long-term English Learners (LTELs)				
Multilingual learners				
Recently Arrived English Learners (RAELs)				
Students with Interrupted Formal Education (SIFE)				

RESOURCE 1.6

IDENTIFYING EDUCATORS OF MULTILINGUAL LEARNERS

Identify the teachers and other school personnel who work with multilingual learners and describe their roles and responsibilities. Then create and share a metaphor (such as a flower) that exemplifies how educators work together on behalf of the students.

EDUCATORS	ROLES AND RESPONSIBILITIES
Bilingual or dual language teachers	
Content teachers (e.g., subject-area teachers)	
Counselors	
Language specialists (e.g., ESL, ESOL, ELD, EL, EAL teachers)	
General education teachers	
Instructional coaches (e.g., data or literacy coaches)	
Social workers and bilingual psychologists	
Teachers of specialized subjects (e.g., technology, fine arts, physical education, library science)	
Title I and other support teachers	
Teachers of other services (e.g., special education teachers or teachers of gifted and talented students)	

RESOURCE 1.7

PURPOSES FOR ASSESSING MULTILINGUAL LEARNERS

For each purpose for assessment, there are specified assessment users. Complete the third column to show some corresponding measures in your state, district/school, and classroom. Looking at the measures through the lens of multilingual learners, would you say that assessment is balanced? Why or why not and what can you do about it?

PURPOSES FOR ASSESSMENT	ASSESSMENT USERS	STATE, DISTRICT/SCHOOL, AND CLASSROOM EXAMPLES
<ul style="list-style-type: none"> • Self-reflect on learning in relation to criteria for success • Act on teacher and peer feedback to reach learning targets 	Multilingual learners	<ul style="list-style-type: none"> • District/School • Classroom
<ul style="list-style-type: none"> • Inform teaching and learning • Set learning goals with students 	Teachers	<ul style="list-style-type: none"> • District/School • Classroom
<ul style="list-style-type: none"> • Comply with requirements for local and state accountability • Determine multilingual learners' language and conceptual growth over time • Determine multilingual learners' eligibility for, placement into, and reclassification ("exit") from support services 	Administrators	<ul style="list-style-type: none"> • State • District/School • Classroom

RESOURCE 1.8

A RATING SCALE OF LINGUISTIC AND CULTURALLY SUSTAINABLE SCHOOLS

Consider using this rating scale as a needs assessment or thumbnail evaluation of where your school is situated in relation to its linguistic and cultural sustainability. Use the following criteria to respond from 1 to 4: 1 = traces, 2 = intermittent signs, 3 = noticeable presence, and 4 = fully integrated. Discuss your responses with those of your team and suggest action steps.

LINGUISTIC AND CULTURAL SUSTAINABILITY OF MY SCHOOL	1	2	3	4
1. Multilingualism and multiculturalism are integral to the school's mission, vision, and values.				
2. Multilingualism and multiculturalism permeate the environment, from signage to murals to conversations in the halls.				
3. High expectations are set for all students, and multilingual learners can reach their learning goals by accessing one or more languages.				
4. Students' and families' languages and cultures are valued every minute of every day.				
5. The linguistic and cultural resources of the community and family members' "funds of knowledge" are an extension of the school.				
6. Curriculum, instruction, and assessment invite multiple perspectives.				
7. The assets and experiences of multilingual learners and their families are built into curriculum design, instruction, and classroom assessment.				
8. Every adult in the school is a student advocate and gives special attention to languages and cultures.				
9. Linguistic and cultural sustainability draws from multilingual learners' "funds of identity" inside and out of school.				
10. Schoolwide professional learning offers ongoing opportunities for educators to dive deep into multilingual, multicultural, and multiracial issues.				
11. Multilingual learners and their teachers form a community of learners who contribute to classroom and school decision-making.				
12. Multilingual learners are on a pathway to becoming agents of their own learning.				

RESOURCE 1.9

LANGUAGE CHOICES FOR MULTILINGUAL LEARNERS

WHICH LANGUAGE(S) DO YOU USE WHEN	ENGLISH?	MY OTHER LANGUAGE?	BOTH LANGUAGES?
1. Sharing what you learn with your family			
2. Working with a classmate			
3. Collaborating during small group work			
4. Conversing with teachers and other adults at school			
5. Conducting research or investigating essential questions			
6. Using content-related resources			
7. Using different websites or computer programs to understand text			
8. Recording what you have learned or providing evidence for learning			
9. Showing what you know			
10. Reflecting on what you have learned			

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