

FIGURE 7.10 A Checklist for Enacting a Balanced Assessment System for Classrooms, Schools, or Districts

In my classroom, school, or district . . .

Multilingual learners, in enacting assessment as learning

- ☐ Have voice throughout the assessment process—from planning to using information for making decisions.
- ☐ Have ongoing opportunities to interact with each other in their preferred languages.
- ☐ Share their linguistic, cultural, and experiential resources with classmates and teachers.
- ☐ Engage in self- and peer assessment on a routine basis.
- ☐ Reflect on their growth and accomplishments throughout the year.
- ☐ Contribute to determining their goals for learning.
- ☐ Have input in co-crafting criteria for success for different projects.
- ☐ Are knowledgeable of their learning expectations (i.e., student-friendly standards) and have a plan for meeting them.
- ☐ Co-plan for and participate in student-led conferences.

Teachers, in enacting assessment *for* learning

- ☐ Interact with each other in co-planning, co-implementing, and co-evaluating activities.
- ☐ Collaborate with each other, collecting and exchanging information during co-teaching and co-assessing.
- ☐ Have agency in determining types of, content for, and schedules for common (grade and school-level) assessment.
- ☐ Guide students in designing project-based descriptors or rubrics.
- ☐ Form, with school leader support, communities of practice and professional learning communities with dedicated time to discuss assessment-related issues.
- ☐ Agree upon, along with students, contributions to individual, classroom, and school-wide portfolios.

School leaders, in enacting assessment *of* learning

- ☐ Participate in assessment networks within and across schools and districts.
- ☐ Determine and analyze, with input from teachers, and act on school-level data for accountability purposes.
- ☐ Involve multiple stakeholders in (re)formulating a school's or district's mission, vision, and core values around linguistic and cultural sustainability.
- ☐ Elicit the help of multiple stakeholders in revisiting policies related to assessment and multilingual learners' academic language use in the content areas.
- ☐ Work with teachers to craft short- and long-term school goals with related action plans.
- ☐ Plan, along with teacher committees, professional learning opportunities around assessment literacy.
- ☐ Evaluate with multi-stakeholder teams the effectiveness of school and district initiatives through the lens of equity.