FIGURE 7.8 A Checklist of Strategies for Teachers of Multilingual Learners to Promote Student Agency

My multilingual learners demonstrate agency by engaging in classroom assessment involving:

1. Setting goals for content and language learning.

   ☐ They negotiate attainable goals or outcomes with their teachers.

   ☐ They periodically review and evaluate their goals based on models or exemplars.

   ☐ They revise their goals based on concrete descriptive feedback and evidence.

2. Heightening awareness through self-assessment and reflection.

   ☐ They communicate *what* they are thinking (metacognitive awareness).

   ☐ They communicate *how* they use language (metalinguistic awareness).

   ☐ They communicate *what* they know about different cultures and how that affects their message (metacultural awareness).

3. Teaching others.

   ☐ They participate in content-related activities, becoming experts in some aspect, and share their learning with others (e.g., small group jigsaws).

   ☐ They tutor or mentor younger students or peers and purposely interact with them in their language(s) of choice.

   ☐ They form partnerships and collaborate with their peers.

Adapted from Gottlieb & Castro, 2017, p. 155.