

FIGURE 7.9 A Checklist for Co-Planning, Co-Instructing, and Co-Assessing With Multilingual Learners

1. Co-planning for learning: Multilingual learners . . .

- ☐ Can pair with peers of the same home language to maximize opportunities to dive into deep learning in their language(s) of choice.
- ☐ Generate questions to explore topics of mutual interest that meet teacher approval.
- ☐ Share ideas for identifying sources for seeking answers, including pursuing online resources, with peers.
- ☐ Challenge their peers' questions and brainstorm solutions together.
- ☐ Coproduce graphic organizers, such as semantic webs, of ideas from their chosen topic.

2. Co-instructing, or when engaging in learning: Multilingual learners . . .

- ☐ Revisit questions to explore, along with those of their peers, and decide on a thesis statement to explore, an opinion or claim to investigate, or a perspective to take.
- ☐ Create criteria for success with peers for their project based on questions, evidence, and organization of ideas and information.
- ☐ Participate in academic conversations, discussions, or Socratic seminars.
- ☐ Collect evidence related to their investigation, assist peers with multimodal supports, and analyze the same text or resources to confirm or deny their reasoning.

3. Co-assessing learning: Multilingual learners . . .

- ☐ Apply criteria for success to their project.
- ☐ Self- and peer assess drafts, such as writing pieces, oral language samples, or visual displays.
- ☐ Provide concrete feedback to peers based on the criteria for success.
- ☐ Revise drafts based on self-, peer, and teacher feedback.
- ☐ Prepare for and participate in student-led conferences with teachers and family members.