

**Figure 5.2 Integrated Focus on Assessing Your Dual Language Teaching**

FOCUS	KEY QUESTIONS	ASSESSMENT NOTES/MULTILINGUAL SOURCES OF EVIDENCE
Language Progressions	<i>What are the outcomes in terms of language progressions our plans addressed?</i>	
	<i>What language progression patterns do we notice about the language learning standards we targeted and assessed?</i>	
Language Expectations and Opportunities	<i>What student outcome patterns do we notice about the content standards we targeted and assessed in terms of high expectations?</i>	
	<i>What academic language—general and subject-specific—is embedded in the target content, and how did we measure it?</i>	
	<i>What opportunities did we measure from our students as they practiced the four key language uses (narrate, inform, argue, explain)?</i>	
Language Scaffolds	<i>What multilingual scaffolds are needed to support measuring language and content comprehension through interpretive modes of communication (listening, reading, viewing)?</i>	
	<i>What multilingual scaffolds are needed to support measuring language and content through expressive modes of communication (speaking, writing, visually representing)?</i>	

FOCUS	KEY QUESTIONS	ASSESSMENT NOTES/MULTILINGUAL SOURCES OF EVIDENCE
Community and School Language Supports	<i>How can we note the school-based supports we tapped into for this unit of study?</i>	
	<i>How can we note the out-of-school, community-based supports we tapped into for this unit of study?</i>	
Cultural Competence	<i>How effective were the materials we selected to help students develop cross-cultural competence? What evidence can we describe?</i>	
	<i>What evidence do we have of learning tasks and activities that actively engaged students to demonstrate cross-cultural competence in both program languages?</i>	
Critical Consciousness	<i>How can we show we have ensured that both program languages are given equitable attention and language status? What evidence can we share?</i>	
	<i>How have we measured aspects of critical consciousness we wove into the lesson content and/or materials? What evidence can we share?</i>	
	<i>How have we measured opportunities we planned for our minoritized dual language learners to serve in linguistic leadership roles? What evidence can we share?</i>	