

Figure 4.1 Collaborative Assessment FOR Learning

RELATIONSHIP	ASSESSMENT FOR LEARNING EXAMPLE
Student–classroom teacher	Select pathways for engaging in learning and associated multimodal evidence
Student–classroom teacher and language specialist	Coconstruct integrated learning targets for content and language
Student–classroom teacher, language specialist, and special education teacher	Agree on the multimodalities that best represent the student’s Individual Education Program as evidence for learning
Students–grade-level teacher team	Become familiar with oral and written feedback and how to respond using a positive tone
Students–dual language education team	Use multiple languages according to your language and assessment policy
Student–support team (e.g., social worker, speech pathologist, counselor)	Cocreate a plan, an agreement, or a contract with specific actions to achieve agreed-upon student-centered goals