

**Figure 4.7 The Role of Multiple Languages, Including Translanguaging, in Assessment FOR Learning**

TEACHERS AND STUDENTS	MULTILINGUAL LEARNERS' OPPORTUNITIES TO TRANSLANGUAGE OR USE MULTIPLE LANGUAGES DURING ASSESSMENT
Craft integrated learning targets for lessons and evidence for learning that are attainable through multiple languages	Coplan with teachers ways to document evidence for learning in multiple languages (even if one or more of the teachers do not have full command of the students' primary language)
Have access to and explore online resources in multiple languages	Use multilingual web-based resources and research tools (e.g., bilingual books, websites, and podcasts) to explore content
Include linguistic multimodalities as a resource	Produce multimodal evidence, such as audio recordings, videos, illustrated digital storyboards, or labeled graphics inclusive of multiple languages
Interact in multiple languages during conversations and discussions	Offer feedback according to bilingual criteria for success
Use language(s) according to context, audience, and topic	Use languages of choice according to the situation

Adapted from Gottlieb (2023a)

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