Figure 5.7 A Collaborative Assessment Literacy Tool for Teachers and School Leaders With Multilingual Learners

Questions regarding assessment literacy for **classroom tools**

- What evidence do you have that the assessment promotes learning?

- How does assessment accentuate the assets of multilingual learners?

- What makes assessment equitable for multilingual learners and multilingual learners with identified or suspected exceptionalities?

- To what extent does assessment evidence match the goals for student learning?

- How might multilingual learners' multilingualism be taken into account?

- How do you analyze and use data to improve your instructional and assessment practices?

- What is inter-rater agreement (or reliability) for common assessment, and why is it important?

Questions regarding assessment literacy for **standardized measures**

- What makes the test linguistically and culturally relevant?

- What roles do students play in the development process?

- In what ways are biases (linguistic, cultural, economic, gender) minimized in the test, or are they?

- Why should the norming sample for the test be representative of multilingual learner groups in your community?

- What are the differences between language proficiency tests and achievement tests?

- Which accommodations are acceptable for academic content assessments for multilingual learners?

- How do you use assessment data to make decisions about multilingual learners?

- What are the statistics (psychometric properties) of the test—its reliability (internal to the test or consistency in scoring) and validity (the match of the test's purpose with what it measures)?