

Figure 6.1 An Assessment Road Map to Maximize Equity for Multilingual Learners: The Ten Is

For our travels, we need the following:

- ___ **Information:** Are all stakeholders informed about relevant policies and current best practices to assess multilingual learners?
How is information shared?

- ___ **Input:** Is every stakeholder group invited to offer input into what works with assessing multilingual learners and what can be done better?
How is input collected and reviewed?

- ___ **Inclusion:** Are historically marginalized voices and perspectives included in these initial conversations?
How do you make sure everyone has a seat at the table?

- ___ **Intention:** Are the goals jointly formulated and clearly stated?
How do multiple stakeholders inform the direction of the initiative?

- ___ **Initiation:** Are collaborative assessment practices for multilingual learners reviewed and piloted?
How are the initial steps implemented on a smaller scale?

- ___ **Implementation:** Is there a multi-year or multi-phase implementation plan?
What pathways are mapped out to meet short-term and long-term goals?

- ___ **Interim or common assessment:** Are periodic progress-monitoring tools built into the implementation process?
What kind of data is collected? What types of course corrections are to be taken?

- ___ **Integrated curriculum, instruction, and assessment for multilingual learners:** Do you take time to evaluate the effectiveness of an integrated system?
How is assessment for multilingual learners recognized and communicated in an integrated system?

- ___ **Innovation:** Are there some creative ways for tackling assessment misperceptions?
How might we combine classroom and large-scale assessment data to position multilingual learners in the limelight?

- ___ **Ingenuity:** Are stakeholders proactive in codesigning assessment policies and practices that accentuate what multilingual learners can do?
How can we empower our students and families by having them request and use assessment information?