

RESOURCE 2.4

Gathering Information on Multilingual Learners for Planning Assessment in Multiple Languages

Data on multilingual learners are invaluable for many reasons, but the most important is knowing as much as you can about multilingual learners and their families. The information is also critical for ensuring equity in the design and enactment of curriculum, instruction, and assessment. Use these considerations as checklists for helping to craft assessment.

1. Linguistic considerations; multilingual learners'
 - language(s) at home
 - estimate of oral language proficiency in their home language(s)
 - estimate of literacy in their home language(s)
 - preferences and contexts (when and with whom) of language use at home
 - estimate of English language proficiency
2. Cultural considerations; multilingual learners'
 - cultural backgrounds
 - cultural traditions and perspectives
 - number of years and places educated outside the United States
 - estimate of familiarity with mainstream ways
3. Academic considerations; multilingual learners'
 - prior language(s) of instruction by content area or time allocation
 - opportunities to learn grade-level content (with and without language support)
 - opportunities to access and use technology
 - access and use of the home language at school
4. Experiential considerations; multilingual learners'
 - continuity of education within a year (mobility or interrupted education)
 - participation in and types of language education programs
 - allocation of language(s) by educational program (if applicable)
 - exposure to literacy experiences outside of school and in which languages
5. Social-emotional considerations; multilingual learners'
 - exposure to trauma from cultural or religious conflict or linguisticism
 - exposure to trauma from separation (i.e., from parents, close relatives, classmates)
 - exposure to trauma from crises or pandemics
 - exposure to racial/ethnic discrimination
 - exposure to online or physical bullying
 - transiency/homelessness