

RESOURCE 2.7 FOR TEACHERS AND OTHER SCHOOL LEADERS

Considerations for Assessment in Multiple Languages: A Checklist and Rating Scale

As a school, you may treat the following considerations for assessment in several ways.

- First*, you may wish to create a checklist. Check (√) signifies that you take this factor into account; zero (0) denotes that you haven't.
 - Second*, you may wish to convert the checklist into a rating scale. Check (√) means that you take this factor into account, zero (0) that you haven't, or plus (+) that you are considering this factor in your assessment practices.
 - Third*, you may take your +s on the complete list or for each set of considerations and prioritize them, starting with 1 as the top consideration. Then, individually, jointly with a co-worker, or as a group, develop a plan to launch your reform efforts on assessing multilingual learners!
1. Linguistic considerations; multilingual learners'
 - 1a. language(s) other than English
 - 1b. oral language proficiency in their language(s) other than English
 - 1c. literacy in their language(s) other than English
 - 1d. preferences and contexts of language use in English and other languages
 - 1e. English language proficiency
 - 1f. amount of exposure to English at school and at home
 2. Cultural considerations; multilingual learners'
 - 2a. cultural (and religious) backgrounds
 - 2b. cultural traditions and perspectives
 - 2c. number of years and places educated outside the U.S.
 - 2d. number of years in U.S. schools
 - 2e. familiarity with mainstream (anglocentric) ways of being
 3. Academic considerations; multilingual learners'
 - 3a. performance in content area classrooms
 - 3b. language(s) of instruction by content area or time allocation
 - 3c. language(s) of classroom assessment (by content area)
 - 3d. opportunities to learn grade-level content
 - 3e. opportunities to gain 21st-century skills (e.g., technology)
 4. Experiential considerations; multilingual learners'
 - 4a. continuity of education within a year (mobility)
 - 4b. continuity of education from year to year
 - 4c. participation in and types of language education programs

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- 4d. allocation of language(s) by educational program
- 4e. exposure to literacy experiences outside of school

- 5. Social-emotional considerations; multilingual learners'
 - 5a. exposure to trauma from cultural or religious conflict
 - 5b. exposure to trauma from separation (i.e., from parents, close relatives)
 - 5c. exposure to racial/ethnic discrimination
 - 5d. exposure to bullying
 - 5e. transiency/mobility/homelessness