RESOURCE 3.5
Planning Multilingual Portfolios to Represent Assessment *as, for,* or *of* Learning

Student assessment portfolios should represent an even distribution of assessment approaches along with languages of instruction for multilingual learners. If assessment portfolios are a schoolwide initiative, grade or department teachers should have input in its contents. Complete the chart for potential entries in the portfolio by indicating the type of evidence and associated language(s) in each column.

| ASSESSMENT INFORMATION GATHERED FROM: | EVIDENCE | | | |
| | *AS, FOR*, OR *OF* LEARNING | LANGUAGE(S) | | |
		LANGUAGES OTHER THAN ENGLISH	ENGLISH	TRANSLANGUAGING
Individual classroom projects with specific criteria for success				
Ongoing teacher and peer feedback for projects along with subsequent action				
Common tasks and rubrics				
Student reflection on tasks or projects				

School- or districtwide interim achievement testing				
School- or districtwide interim language proficiency testing				
Community or school service-learning projects (with a learning log, summary of the experience, and lessons learned)				
Technology projects (including digital and multimedia options), with teacher and peer assessment				
Fine arts projects (including drama, dance, and arts options)				
Student reports for annual assessment data from state academic achievement and language proficiency testing				