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 LANGUAGE(S)				
	LEARNING	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		

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