

## RESOURCE 4.4

### A Checklist for Co-planning Data Collection in Multiple Languages

Whether remote or in person, school leadership or co-teachers should work together to consider different facets of assessment in one or more languages for multilingual learners in anticipation of data collection.

Teacher Team: \_\_\_\_\_

1. Have we used . . .
  - a. academic content standards?
  - b. language development standards?
  - c. Spanish language arts standards (for Latinx students)?
  - d. Spanish language development standards (for Latinx students)?
  - e. IEP goals for dually identified multilingual learners?
  - f. linguistically and culturally relevant curricular, instructional, and assessment resources?
2. Have we determined . . .
  - a. the purpose for assessment in one or more languages?
  - b. learning goals for units of learning tied to standards?
  - c. language choice(s) for multilingual learners?
  - d. multimodal channels of communication/multiliteracies?
  - e. accommodations/accessibility as stipulated in multilingual learners' IEPs?
  - f. built-in time for student self- and peer reflection?
  - g. time for scoring of prompts or interpretation of projects by co-teachers?
  - h. how we are going to use assessment data in multiple languages?
3. Have we designed . . .
  - a. a menu of products, performances, and projects along with models or exemplars?
  - b. timelines/windows for projects or a schedule for common assessment prompts?
  - c. product/project descriptors, rubrics, or criteria for success?
  - d. a set of instructions for common assessment prompts?
  - e. multimodalities within the assessment?