

RESOURCE 6.1

Designing an Equitable Assessment Framework for Multilingual Learners

In seeking to answer policy questions based on evaluation of assessment measures, one of the first steps is to determine the extent to which assessment yields accurate and useful information about multilingual learners. Team leaders for each grade level or department should form a committee or task force to create an assessment framework that is equitable for its multilingual learners and considers their language proficiency and achievement in one or more languages. Here are some steps to follow:

1. Compare the results from a standardized achievement test of the committee's choice with results (evidence) from classroom assessment *of learning* from the same content area.
2. Repeat the activity for assessment *of learning* for tests or measures of language proficiency.
3. Based on the findings, generate questions related to equity across grades, such as those in Figure 6.2.
4. Take a schoolwide poll to collect an array of responses (it could be as easy as creating a rating scale on the usability of the data from each measure).
5. Analyze the responses.
6. Draft an equity assessment framework and present it to the school or district.
7. Evaluate the framework in relation to your theory of action, such as the one proposed in Chapter 4.

ASSESSMENT FOR MULTILINGUAL LEARNERS	RESULTS FROM STANDARDIZED ACHIEVEMENT TESTS (DISAGGREGATED BY GROUPS OF STUDENTS)	TEACHER JUDGMENT OF THE SAME STUDENTS' PERFORMANCE BASED ON CLASSROOM EVIDENCE IN ONE OR MORE LANGUAGES	QUESTIONS OF EQUITY THAT EMERGE IN COMPARING THE RESULTS FROM DIFFERENT DATA SOURCES
Achievement (language arts/reading, mathematics, and/or science) data in English			
English language proficiency data			
Achievement data in languages other than English			
Language proficiency data in languages other than English			