## **RESOURCE 6.3**

## Linguistically and Culturally Responsive Assessment and Reporting of Data: A Rating Scale

To what extent are these features for assessment and reporting of data being enacted in classrooms, schools, or districts? For each feature, check a cell indicative of the level of enactment and then discuss responses.

ASSESSMENT IN MULTIPLE LANGUAGES, AS INSTRUCTION, SHOULD	ADVOCACY LEVEL: ENACTED CONSISTENTLY	ALERTNESS LEVEL: ENACTED ON A SEMIREGULAR BASIS	AWARENESS LEVEL: ENACTED SPORADICALLY IF AT ALL
Foster multiple perspectives and frames of reference			
Leverage students' linguistic and cultural backgrounds			
3. Validate students' lived realities			
4. Minimize bias and stereotyping			
5. Allow for varied (multimodal) expressions of learning			
THEREFORE, REPORTING OF ASSESSMENT DATA IN MULTIPLE LANGUAGES SHOULD			
6. Be within a sociocultural context			
7. Include student self-reflection			
8. Be in reference to grade-level standards or specified criteria			
9. Be equitable, crafted for individual students			
10. Facilitate teachers', students', and family members' contribution to decision making			

Retrieved from the companion website for Assessment in Multiple Languages: A Handbook for School and District Leaders by Margo Gottlieb. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2022 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.