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Regions 18 & 19 Comprehensive Centers

present

Assessing Multilingual Learners? Easier than You Think!

featuring

Margo Gottlieb, PhD
Lee Pangelinan, MEd
Lisa Emwalu

November 1, 2021 HST
12:00–2:00 pm

Agenda

Welcome & Sign-In

Forming educator and student language and cultural portraits

Identifying the advantages of bi/multilingualism

Envisioning assessment in multiple languages

Raffle

Participant Activity Feedback



Objectives

By the end of this webinar, participants will have:

- Engaged with education practitioners who live and practice multilingualism and multiculturalism
- Identified their place on multilingual and multicultural continua
- Shared stories and testimonials about the value of multilingualism and multiculturalism in instruction and assessment
- Differentiated between assessment and testing and among assessment *as, for, and of* learning



Margo Gottlieb, PhD



Dr. Margo Gottlieb is co-founder and lead developer of WIDA at the University of Wisconsin-Madison. This webinar today is based on her most recent books: *Classroom Assessment in Multiple Languages: A Handbook for Teachers* (2021a) and its companion, *Assessment in Multiple Languages: A Handbook for School and District Leaders* (2021b).

Margo has fond memories of working with educators in the Pacific—offering professional development in the CNMI, being a visiting professor in Guam, and helping in the design of English language proficiency standards in American Samoa.

Throughout her educational career as a teacher, teacher educator, and researcher, Margo has been a staunch advocate for multilingual learners, their families, and educators.



Lee Pangelinan, MEd

Lee Pangelinan has broad experience having taught learners from elementary school to the collegiate level. She has taught in various classroom settings; interacting with students online to facilitating learners face-to-face. She has been a mentor to new teachers and veterans alike. Lee has dedicated 17 years of her career teaching first grade at Kagman Elementary. She has spent the last three years teaching first Grade in the Sagan Manungu' or the Chamorro Immersion program. She has a master's degree in International Teaching from Framingham State College (2010) and a bachelor's degree in Elementary Education from Northern Marianas College (2006).



Lisa Emwalu

Lisa Emwalu is currently a kindergarten Carolinian Immersion teacher at Kagman Elementary School. She received her bachelor's degree in Elementary Education at the University of Hawai'i , West O'ahu. She started her work in the immersion program as a kindergarten teacher, and her first batch of students are now in the 4th grade. In her spare time, Lisa loves to garden, hike, dance, and make *mwar* (crown of flowers) and *Lighatúttúr* (traditional Carolinian bead necklaces).



Forming Educator and Student Language and Cultural Portraits



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POLL #1 – Where are you from?



<https://www.surfertoday.com/images/stories/maps-of-the-world.jpg>

POLL #2



I understand and/or speak:

- a. 1 language
- b. 2 languages
- c. 3 languages
- d. 4 languages
- e. 5 or more languages

<https://www.okaloosaschools.com/programs/ms/foreign-language>



POLL #3

How many cultures do you interact with on a daily basis?

- a. 1 culture
- b. 2 cultures
- c. 3 cultures
- d. 4 cultures
- e. 5 or more cultures



Multilingualism and multiculturalism represent a confluence of a person's:

1. **Exposure** to languages & cultures (opportunity to learn)
2. **Access** to rich funds of linguistic and cultural knowledge
3. **Practices** of language use and cultural traditions, including sharing of experiences and perspectives

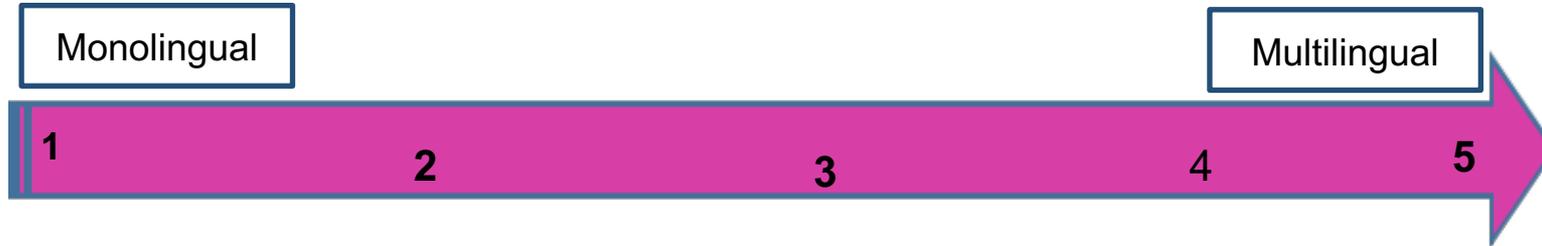


Where do you lay on the multilingual multicultural continua?

What linguistic and cultural knowledge of your elders do you bring to the learning situation?

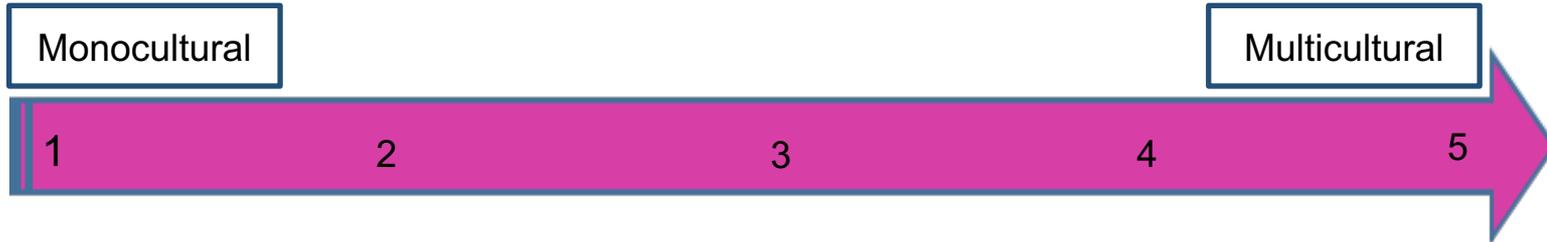
Monolingual to Multilingual

Where would you place yourself on a continuum of multilingualism?



Monocultural to Multicultural

Where would you place yourself on a continuum of multiculturalism?



Educator Portraits

Answer the following question in the chat box:

How would you describe yourself in terms of your linguistic and cultural identity?



Student Portraits



Linguistic and Cultural Contributions of Elders

What linguistic and cultural knowledge of your elders has helped shape your linguistic and cultural identity?

What linguistic and cultural knowledge of your elders do you bring to the learning situation?



Identifying the advantages of bi/multilingualism

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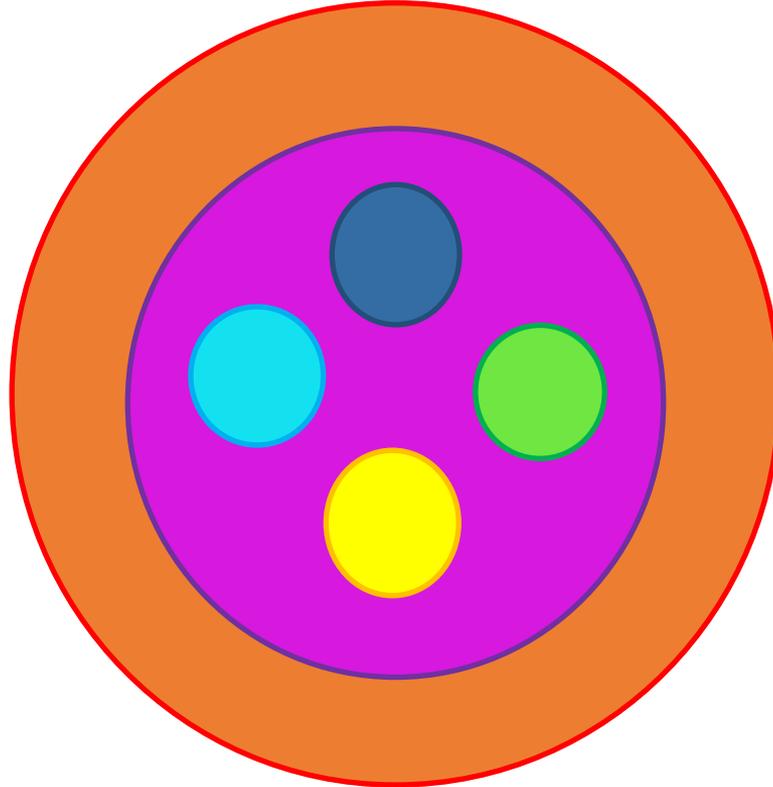
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Who are Multilingual Learners?

Children and youth in PreK–12 educational settings who are or have been exposed to multiple languages and cultures



What is the relationship of your multilingual learners to your English learners?



Padlet

What do you see as the advantages of being multilingual and/or multicultural?



What is the value of multilingualism and multiculturalism?



Bilingual/Multilingual Development: Recent Research

- » Teaching ELs to read and develop literacy skills in their primary language boosts their reading achievement in English (Goldenberg & Coleman, 2010)
- » Bilinguals consistently outperform their monolingual counterparts on tasks requiring executive control (Bialystok, 2011)
- » There is overwhelming research evidence that languages interact in dynamic ways in the learning process and that literacy-related skills transfer across languages as learning progresses (Cummins, 2017)
- » High quality, long-term bilingual programs 'close the gap' in achievement between ELs and 'native' English speakers after 5–6 years in schooling (Collier & Thomas, 2017)



Break



Envisioning Assessment in Multiple Languages

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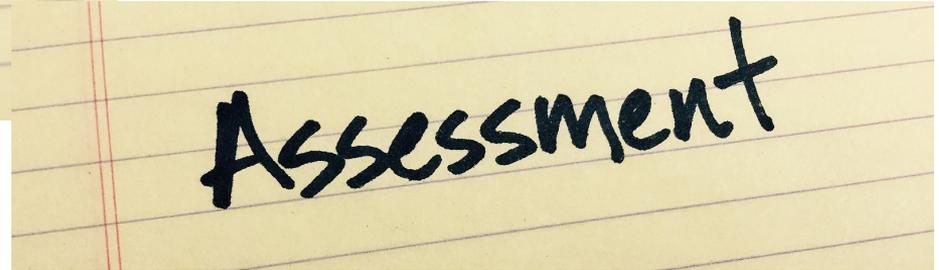
What comes to mind when you hear 'assessment'?

Chat Blast

- You will have 30 seconds to think of 1 or 2 words or phrases.
- When I say "Blast!", type your response in the chat box.

Testing v. Assessment

How is testing different from assessment?



https://commons.wikimedia.org/wiki/File:Legal_pad_word_testing.jpg



Classroom assessment is embedded into and integral to instruction.

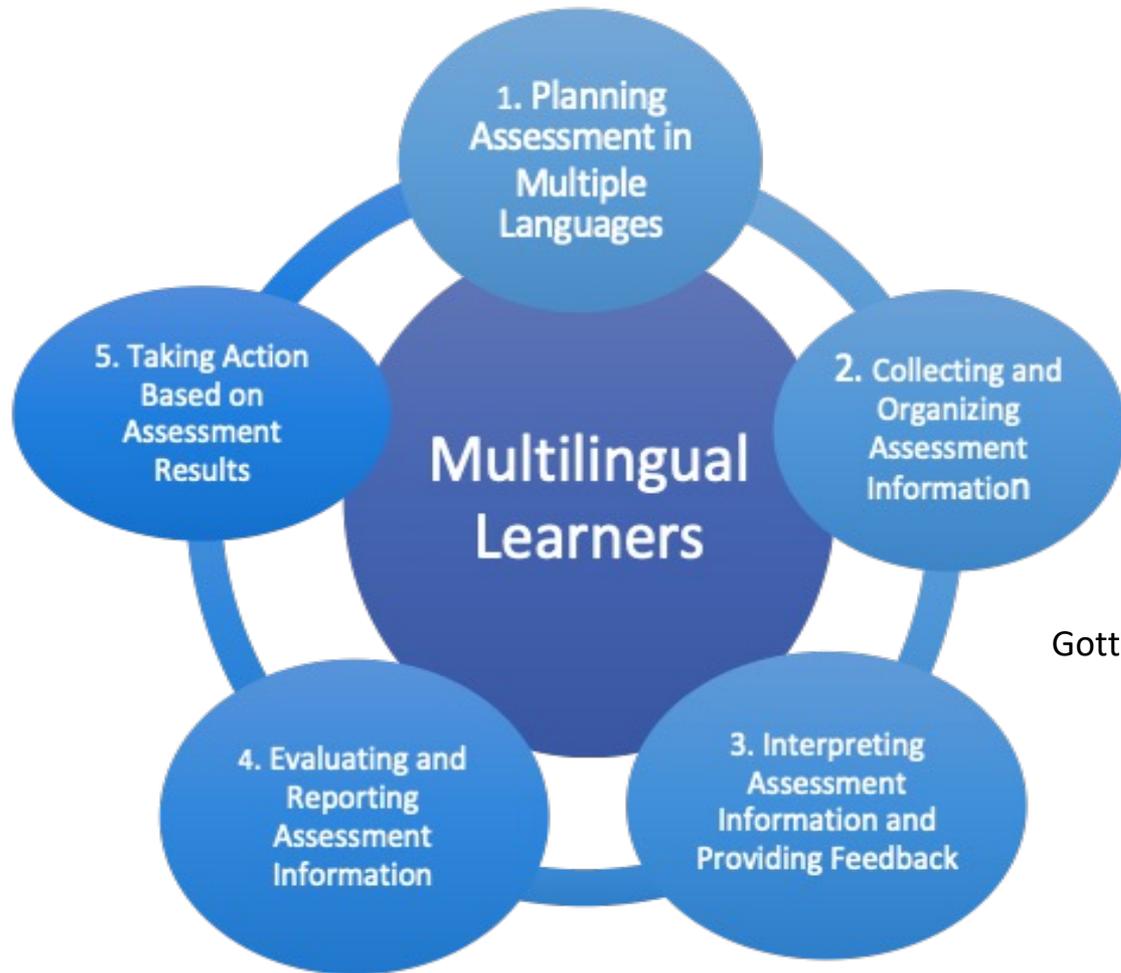
- » Students' language and cultural portraits provide the context for planning assessment and a lens for interpreting information from assessment.



Assessment is:

- » A cycle or process (centered on multilingual learners) that entails the purposeful planning, collecting, analyzing, interpreting, and reporting of information that leads to taking-action

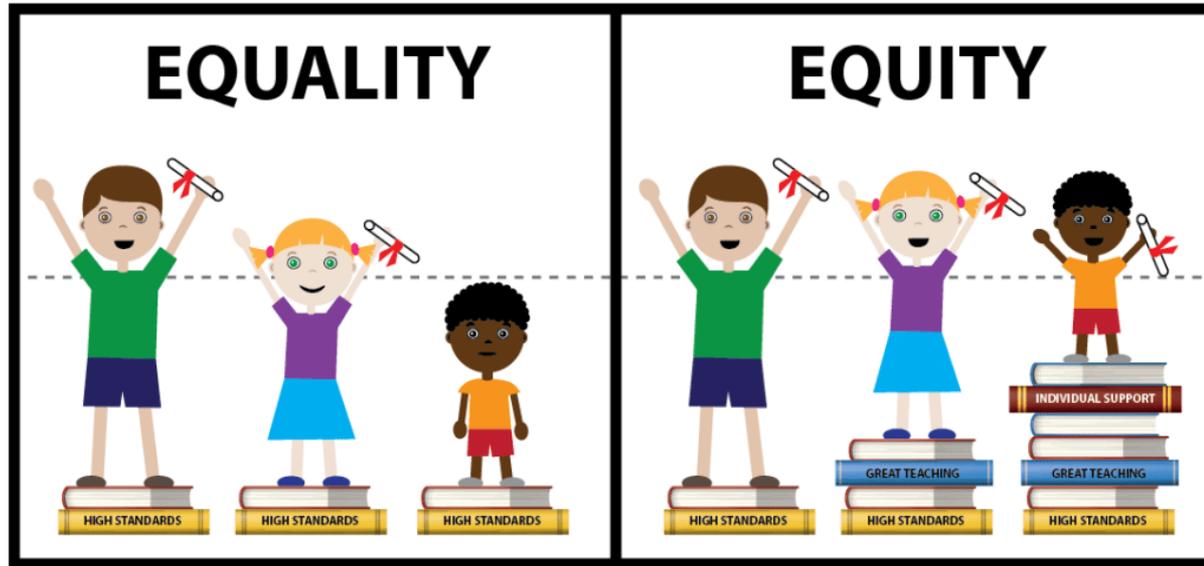




Gottlieb, 2021a, p. 29



How might we consider linguistic and cultural equity in assessing multilingual learners?



This Photo by Unknown author is licensed under [CC BY-NC](#).



What does linguistic and culturally sustainable instruction and assessment look like?

Let's look at the [checklist](#).

- ✓ Choose 1 item that resonates with you and place the # in Chat.

Linguistically and Culturally Sustainable Instruction and Assessment: A Checklist for Infusing Equity in Classrooms with Multilingual Learners

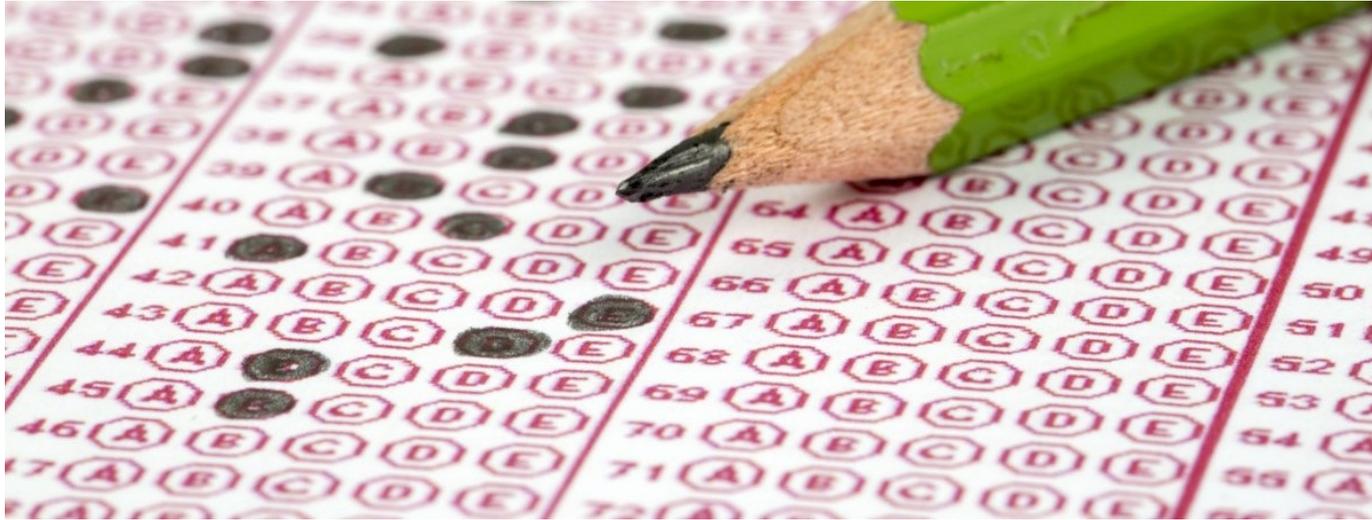
Teaching and learning are social activities that occur in sociocultural contexts. In linguistically and culturally sustainable classrooms, every student is envisioned as a learner with inherent strengths and resources. Teachers set rigorous grade-level expectations and gently push each student's learning forward. The following considerations are intended to optimize access and equity for multilingual learners through linguistically and culturally sustainable instruction and classroom assessment.

Yes, indeed!	In linguistically and culturally sustainable classrooms,
	1. Students have choice and voice in making decisions that lead to agency and empowerment.
	2. Students' languages, cultures, and histories are represented in instructional and assessment materials.
	3. Students' lived experiences and traditions jumpstart classroom discussion of themes and topics.
	4. Students show evidence of learning in multimodal ways (orally, visually, kinesthetically, digitally).
	5. Students' multiple perspectives and viewpoints are affirmed in their engagement in tasks and activities.
	6. Students are invited to use their full linguistic repertoire to express their ideas and understandings.
	7. Students build metalinguistic and metacultural awareness through their exposure to multiple languages and cultures.
	8. Students' and families' funds of knowledge are valued and serve as curricular, instructional, and assessment exemplars.
	9. Students collaborate and have opportunities to respectfully share their opinions.
	10. Students engage in activities that are personally meaningful.
	11. Students help craft their learning targets and determine evidence of meeting them.
	12. Students are given multiple opportunities to learn and show their learning.
	13. Students' languages and cultures help shape the classroom community of learners.
	14. Students' cross-cultural interactions are a natural social and communication dynamic to be acknowledged as a classroom practice.
	15. Students' interests are integrated into content and language learning.

Comprehensive Centers' 18 and 19 webinar 11/1/2021 (HST)
Assessing Multilingual Learners? Easier than You Think! Dr. Margo Gottlieb



What are examples of linguistic and cultural bias in assessment?



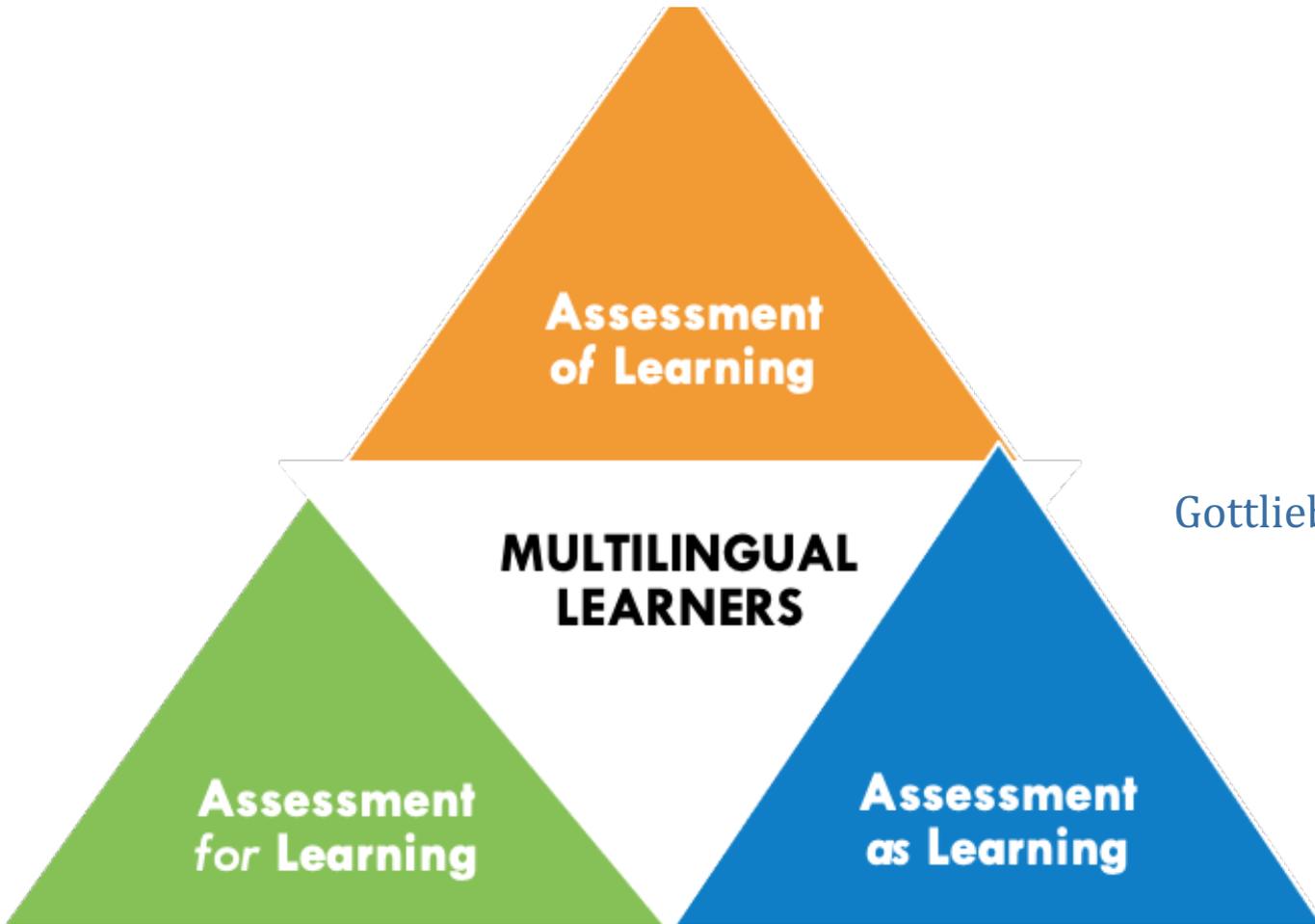
<https://standardizedtests.procon.org/>



What are three approaches for documenting classroom learning?

Assessment *as, for, and of* learning—and how students and teachers can become assessment leaders





Gottlieb, 2016



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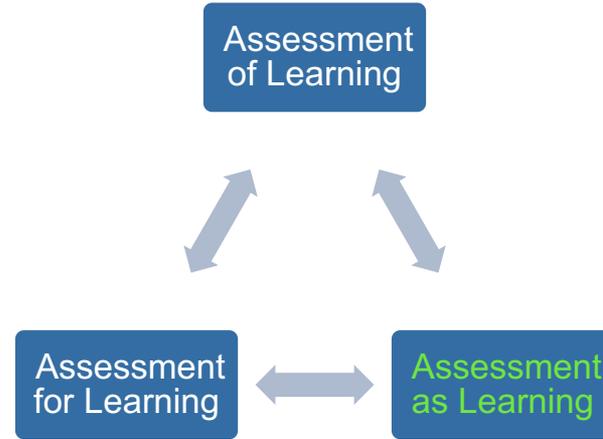
Project-Based Learning & Assessment



Assessment *as* Learning

I CAN

- » Reflect on my learning
- » Discuss ideas or concepts, share information, or problem-solve with my peers



Assessment *as* Learning



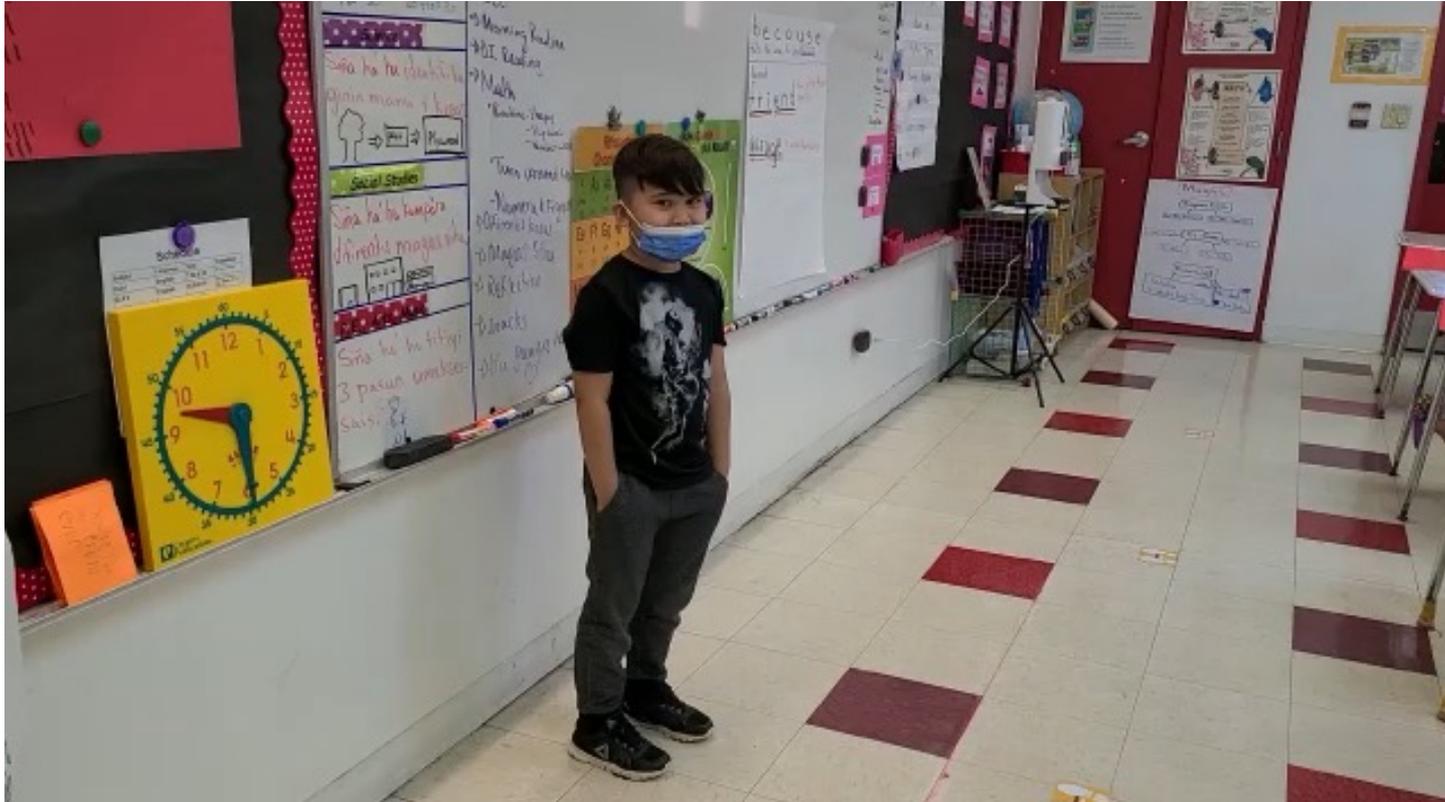
Assessment *for* Learning

YOU CAN (Multilingual learners and teachers)

- Take action based on feedback from your teachers and other adults
- Negotiate goals for learning with your teachers and show evidence of learning (e.g., through portfolios or student-led conferences)



Assessment *for* Learning



Assessment *of* Learning

WE CAN

(Educators with input from multilingual learners)

- Evaluate our learning based on criteria of success (e.g., project descriptors)
- Determine the extent to which our learning goals have been met



Assessment *of* Learning



Assessment in Multiple Languages...Why?

- » Every multilingual learner's identity is tied to multiple languages and cultures
- » Multilingual learners should have access to multiple languages from which they have choice and voice to become agents of their own learning,
- » Multilingual learners' full linguistic repertoires are tied to multiple languages and cultures



Assessment in Multiple Languages...What?

- » Learning targets (objectives) should be flexible to allow for pursuing learning in multiple languages
- » Multilingual learners have opportunities to explore resources in multiple languages
- » Success criteria should have provisions for multiple languages

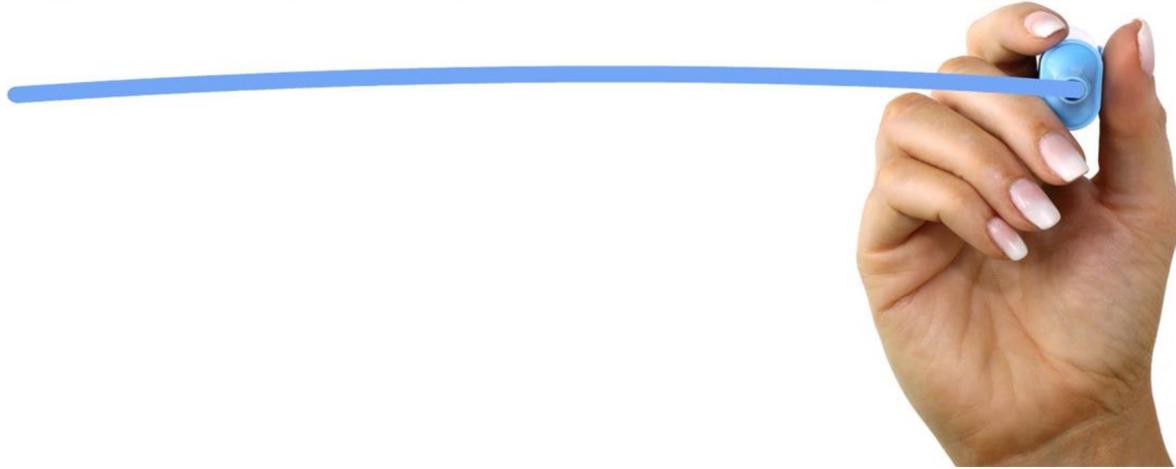


Assessment in Multiple Languages...How?

- » **Leadership Teams** - craft a language and assessment policy; create multilingual multicultural curricular units of learning
- » **Teachers** - engage elders in sharing their funds of knowledge; apply research to practice
- » **Multilingual Learners** - offer opportunities to interact with peers of their partner language; allow for evidence of learning in one or more languages



QUESTIONS



<http://studentaffairsassessment.org/entries/blog/logic-models>



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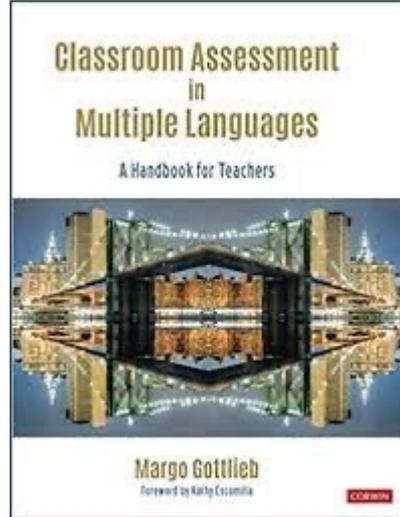
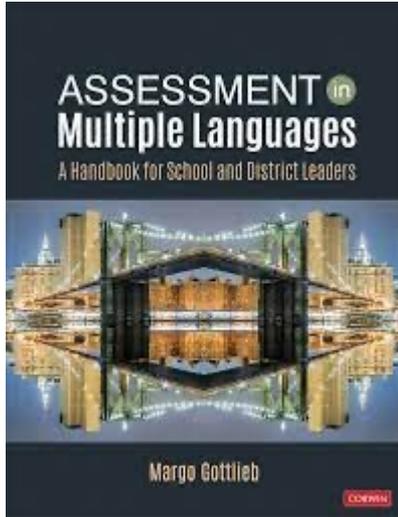
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Raffle Time! 5 Sets to Raffle off



https://www.amazon.com/s?k=gottlieb%2C+margo+assessment&cri d=3PJK0NCBEVYEN&sprefix=gottlieb%2C+margo+assessme%2Ca ps%2C277&ref=nb_sb_noss

<https://wheelofnames.com/>

Participant Feedback Form

Help us improve our practice by providing us with some feedback.



https://www.pngkey.com/detail/u2w7t4i1e6y3w7y3_thank-you-for-listening-clipart-powerpoint-presentation-animation/



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Contact Information

- » Dr. Margo Gottlieb – margogottlieb@gmail.com
- » Lee Pangelinan – lee.pangelinan@cnmipss.org
- » Lisa Emwalu – lisa.emwalu@cnmipss.org
- » Lynette Villagomez – villagomezl@prel.org
- » Paulina Yourupi-Sandy – yourupip@prel.org
- » Dr. Emerson Odango – odangoe@prel.org
- » Dr. Melly Wilson – wilsonm@prel.org



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