WHAT YOUR COLLEAGUES ARE SAYING . . .

"Consistent with her previous publications, Gottlieb presents an artful educator-focused book on assessing bi/multilingual learners. In a masterful combination of policy, research, and practice, *Assessing Multilingual Learners: Bridges to Empowerment*, 3rd edition, prepares educators at the classroom, school, district, and state level to engage with assessment of bi/multilingual learners in ways that are responsible to the diversity of languages, cultures, identities, and life-experiences of students. Furthermore, the shift from equity to empowerment comes to life as the reader navigates assessment of bi/multilingual learners and walks away with actionable steps to redefine assessment as, for, and of learning alongside students. Most important, Gottlieb fulfills a need of every educator by promoting dynamic assessment systems that integrate teacher, student, and family voices and culminates the book with much-needed guidance that disrupts traditional grading and presents solutions that lead to student empowerment."

—Samuel Aguirre
Español Director, WIDA
Madison, WI

"Words like 'empowerment' and 'equity' . . . even 'assessment' carry with them the beliefs and attitudes of those who use them. It takes a thought-leader, like Margo Gottlieb, to help us understand and find the meanings of these terms. She does this by anchoring us in the current theories and practices that make assessment more . . . equitable. That is the goal of this third edition. Join Margo in her decades-long work to build a framework that systematically enacts assessment as, by, and for learning. Because when it comes to the assessment of multilingual learners, the stakes couldn't be higher."

—Lillian Ardell
Speaker, Monolingual Disruptor and Founder, Language Matters, LLC
Chicago, IL

"Margo Gottlieb's handbook on assessment for multilingual learners is a rich and accessible practical guide for all educators, be they in the classroom, in administrative roles, or in research spaces.

In this third edition of her work, she expands upon her framework of assessment *as, for,* and *of* learning, with a new focus on empowerment, and expanded conceptualizations of digital and multi-literacies. Noting that the strong multiplex identities and practices of learners—multilingual, multicultural, multiliterate—are the locus of their power, she provides a clear vision that well-designed assessment is a key lever for making those strengths shine for all to see. She argues persuasively that when educators and students have the agency to work together to plan, collect, interpret, and use information, learners and teachers are empowered to own and expand their learning."

—Keira Ballantyne
Vice President, Programs and Development, Center for Applied Linguisitcs
Washington, DC

"Margo Gottlieb has outdone herself again! The third edition takes into consideration all the recent issues, dilemmas, and long-held misconceptions that educators experience as they attempt equitable assessment. She offers a myriad of insightful accounts and recommendations for curriculum design and assessment for multilingual learners. Her focus is on new ways of assessing multiple languages, students speaking a mix of languages, data approaches, evaluating and reporting data, and taking action on assessment results."

—Margarita Calderón
Professor Emerita, John Hopkins University
Washington, DC

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"As a colleague and friend, I have long admired Margo Gottlieb for her brilliance, insights, and being a leader in the field. I cherish every opportunity we have to collaborate. As a graduate TESOL professor, I have used Margo's books on assessment ever since the first edition was published. I am enthusiastically switching to the third edition and thrilled to explore this volume with my graduate students so they could begin their teacher careers with cutting-edge research, contemporary philosophy on multilingual curriculum, instruction and assessment, and practical applications of the policies and principles presented in the book."

—Andrea Honigsfeld
TESOL Professor, School of Education and Human Services, Molloy University
Rockville Centre, New York

"Without fail, Margo Gottlieb has produced another field-expanding resource. This third edition is a deep dive into designing equitable, assets-affirming assessments. She guides us in constructing bridges between the assessment expectations and what MLs can do with support from skilled, passionate educators."

—Tan Huynh
Secondary English Language Acquisition Teacher, International School of Phnom Penh
Phnom Penh, Cambodia

"The need for effective language assessment tools and practices has never been more critical. Margo Gottlieb's *Assessing Multilingual Learners: Bridges to Empowerment*, 3rd edition, shifts from the equity-focused guidance of the prior edition to emphasis on action, designed to empower educators in their instructional decisions. Throughout the edition, Gottlieb's holistic view of assessment practices takes into consideration the multiple dimensions of language proficiency while acknowledging the sociocultural factors that contribute to language development, along with the assets that multilingual learners bring to their educational experience. This comprehensive guide encompasses a range of assessment practices, complete with practical examples that incorporate authentic voices of multilingual learners and their teachers.

Educators, researchers, and assessment developers alike can benefit from the case studies, vignettes, and discussion points presented in each chapter to engage deeply in their learning communities to reflect on how we consider and implement assessment practices. Through centering student strengths and identity, fostering teacher agency, and leveraging assessment data that integrates bilingualism and multiculturalism from the start, this must-read guide is the perfect combination of theory and practice for assessing multilingual learners and supporting their language development."

—Teresa Cabal Krastel
Spanish Solution Lead, NWEA
Portland, OR

"Always centering students with an asset-based mindset, and constantly inquiring about new avenues to simplify the complex work teachers must do in an ever-changing world, Margo Gottlieb's name is itself synonymous with the history of the field of language acquisition in the United States. In this new edition, Margo harnesses decades of experience and expertise to encourage readers to leverage the potential of assessment not only to enhance equity for multilingual learners, but as a tool for empowerment that focuses on student strengths, leverages critical relationships, and launches into classroom actions that honor and sustain students' languages, cultures, and identities.

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From policy to research, theory, and practice; from planning, to collecting, interpreting, and using various levels of data; through collaborative relationship building; controversial issues; and teacher and student voice and agency—this book is an essential, compelling, and practical examination of premises, principles, and practices that not only inform but transform how we enact classroom assessment for multicultural and multilingual learners."

—Fernanda Marinho Kray
Research and ELD Standards Program Lead Developer, WIDA
Madison, WI

"For decades educators, researchers, and policy makers have considered Dr. Margo Gottlieb as THE trailblazer who creates pathways to shape and reshape the ways in which we can authentically assess Multilingual Learners. Her passion-driven work continues to pave the way for us to capture and showcase the incredible richness of our students' learning, far beyond the confines of monolingual, standardized testing.

Assessing Multilingual Learners: Bridges to Empowerment, 3rd edition, provides yet another foundational resource for dynamic assessment practices. Within the eight chapters, Margo Gottlieb unfolds assets-based approaches that lead us to co-construct comprehensive, empowering assessment practices. She's created theory-informed tools for the field to spotlight MLs' 'Funds of Identity' within their schools, families, and communities. As if this weren't enough of a treasure, Dr. Gottlieb also presents unique chapter features of Portraits of Practice and Let's Connect to elevate teachers' voices while also making space for deeper, contextual reflections. I'm truly inspired (again!) by her latest book and can't wait to use it with pre- and in-service educators!"

—Joan Lachance
Associate Professor, Author, and Consultant, University of North Carolina, Charlotte
Charlotte, NC

"In this ground-breaking 3rd edition, Margo Gottlieb presents research, frameworks, tools, and classroom scenarios to support stakeholders in building comprehensive, strengths-based assessment systems that center multilingual learners. The author calls us to focus on learners as agents in their educational experiences, so that school and classroom practices become culturally and linguistically sustaining where multilingual learners can show what they know in multiple languages and modalities across contexts and over time. This excellent and practical volume will appeal to practitioners, administrators, and university education faculty alike."

—Cristina Sánchez-López
President, Paridad Education Consulting and DePaul University
Chicago, IL

"This book advances equity in assessment to the next level: a level in which teachers and their multilingual students are in the driver's seat of teaching and learning. In *Assessing Multilingual Learners: Bridges to Empowerment*, 3rd edition, the student's identity is an intrinsic component of assessment practices and instruction. Throughout the book, Gottlieb provides readers with guiding principles and practical examples on how to access students' linguistic and cultural assets, draw on multilinguals' funds of knowledge, and create an environment in which teachers and students have voice and agency.

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A must-read guide for teachers of any content area, student teachers, and anyone in the education field who is committed to optimizing education outcomes for multilingual leaners."

—Cecilia Gazza Sena
Spanish Solution Specialist, NWEA
Portland, OR

"In the third edition of her book, Gottlieb asks educators to abandon the 'pobrecito (poor thing) syndrome' to assessment, and instead to shift our thinking to empower multilingual learners, their families, and teachers. This notion builds on equity to become twin goals for instruction or assessment. Gottlieb reminds us that assessment as, for, and of learning can help us move from equity to empowerment in assessment practices. In this 3rd edition, this unfolds through the lens of multilingualism and multiculturalism."

—Ivannia Soto
Professor of Education, Author and Consultant, Whittier College
Whittier, CA

"Once again, in this third edition of *Assessing Multilingual Learners: Bridges to Empowerment*, Margo Gottlieb offers educators a comprehensive guide for transforming their assessment practices for multilingual learners. This new edition is a testament to the author's ongoing commitment to nurturing multilingual learners' linguistic and cultural identities through linguistically and culturally sustaining assessment practices.

One of the book's strengths is its practicality. By exploring the crucial distinction between equity and empowerment in assessment practices, Margo Gottlieb highlights the need to accentuate learning as part of student identity formation and as a goal for assessment. She helps educators navigate the complexities of assessment *as*, *for*, and *of* learning to promote a comprehensive understanding of multilingual learners' growth and development. The third edition offers concrete strategies and tools that integrate student and teacher voices and build meaningful partnerships within classrooms, schools, homes, and communities. Each chapter is filled with thought-provoking discussions, case studies, and engaging activities. Using educator-friendly prose, the author helps educators navigate the complexities of assessment for multilingual learners.

I wholeheartedly endorse *Assessing Multilingual Learners: Bridges to Empowerment* as an essential resource for educators, administrators, policymakers, and anyone committed to ensuring equitable and empowering assessment practices for multilingual learners. Margo Gottlieb's expertise shines through as she presents a compelling argument for transforming assessment practices to empower multilingual learners and promote the success and well-being of all students."

—Lynn Shafer Willner
Language Standards and Accessibility Researcher, WIDA
Madison, WI

"What if we assess multilingual learners by focusing on their strengths, assets, thoughts, and actions? What if we empower students and teachers and embrace the technological advances that bring a multimodal multilingual classroom to life? What if we rethink our assessment policies at the classroom, district, and state levels? Margo Gottlieb's brilliantly written third edition provides us with the tools that we need to answer these questions and build successful assessment practices for multilingual learners."

—Debbie Zacarian
Zacarian and Associates
Amherst, MA

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Assessing Multilingual Learners

Third Edition

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To educators as relationship builders and change agents who take risks in promoting, upholding, and nurturing multilingualism and multiliteracies for multilingual learners in the rich sociocultural contexts of community, home, and school.

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Assessing Multilingual Learners

Bridges to Empowerment

Third Edition

Margo Gottlieb

Foreword by
Margaret E. Malone

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CONTENTS

List of Resources xiii

Foreword xvii
Margaret E. Malone

Acknowledgments xxi

About the Author xxiii

Introduction: Changing Assessment Mindsets 1

1. Empowering Multilingual Learners and Teachers Through Assessment 9
   - Educational Equity for Multilingual Learners 10
   - English Learners as a Subset of Multilingual Learners 12
   - Rethinking Labels 15
   - Centering Multilingual Learners 18
   - Educators of Multilingual Learners 19
   - Empowering Multilingual Learners and Their Teachers Through Assessment 28

2. Issues in Assessment for Multilingual Learners 45
   - Issues in Language Education and Assessment for Multilingual Learners 46
   - Theories of Language, Language Learning, and Multilingual Language Learning 47
   - Access to Assessment in One or More Languages 51
   - Perspectives on Language Development and Language Proficiency Assessment 52
   - Definitions of Academic Language 54
   - Assessment for Formative and/or Summative Purposes 55
   - Contexts for Assessing Multilingual Learners 56

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Assessment Policies and Practices 58
Classroom Assessment Policies and Practices 64
Evidence for Learning 65

3. Assessment *as, for*, and *of* Learning 77
Balancing Assessment 79
Approaches to Assessment 80
Assessment *as* Learning 84
Assessment *for* Learning 93
Assessment *of* Learning 100

4. Multiliteracies, Multimodalities, and Multilingualism in Assessment 113
Literacy and Multilingual Learners 114
From Literacy to Multiliteracies 116
Recentering Literacy Assessment 118
Multiliteracies and Multimodalities as a Backdrop for Instruction and Assessment for Multilingual Learners 120
The Influence of Standards-Based Reform on Multiliteracies and Multimodalities 122
Multiliteracies, Multimodalities, and Multilingualism: Implications for Assessment 123
Multimodalities' Contribution to Assessment for Multilingual Learners 124
Multilingualism and Assessment 128
Implementing Multiliteracies: Caveats and Promises Ahead 137
Reference: ISTE Standards 139

5. Connecting Assessment to Curriculum and Instruction 151
Moving From Monoglossic to Heteroglossic Orientations for Curriculum, Instruction, and Assessment 152
Assessment as an Expression of Curriculum and Instruction 158
From a Heteroglossic View of Education to Educational Dignity 175

6. Dynamic Student Assessment Systems 189
Building Student Assessment Systems 191
Enhancing Assessments Systems With Multilingual Learners 195
Performance Assessment Across Assessment *as*, *for*, and *of* Learning 209
Revisiting Assessment *as*, *for*, and *of* Learning as a Comprehensive System Across Micro, Meso, and Macro Levels 211
Assessment Leading to the Seal of Biliteracy 213
Reallocation of Resources for Student Assessment Systems for Multilingual Learners 214

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7. Student Evidence for Learning 225
Multilingual Learner Evidence for Learning 226
Evidence for Learning from Classroom-Generated Rubrics 228
Evidence for Learning from Classroom Tools 236
Evidence for Learning From Common Assessment 240
Evidence for Learning From Standardized Tests 243

8. Assessment and Grading Practices 259
The Issue of Grading 260
Grading Principles and Practices for Multilingual Learners 265
Student Portfolios for Assessment and Grading 271
To Grade or Not to Grade? The Compatibility of Grading With Assessment *as*, *for*, and *of* Learning 278

Postscript 295

Glossary 297

References 303

Index 311

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LIST OF RESOURCES

Chapter 1

- Resource 1.1: Initial Assessment and Policies for Multilingual Learners 34
- Resource 1.2: A Sample Language Use Survey for Newly Enrolled Students 36
- Resource 1.3: A Sample Oral Language Use Survey for Multilingual Learners 37
- Resource 1.4: A Sample Literacy Survey for Multilingual Learners 38
- Resource 1.5: Describing Your Multilingual Learners 39
- Resource 1.6: Identifying Educators of Multilingual Learners 40
- Resource 1.7: Purposes for Assessing Multilingual Learners 41
- Resource 1.8: A Rating Scale of Linguistic and Culturally Sustainable Schools 42
- Resource 1.9: Language Choices for Multilingual Learners 43

Chapter 2

- Resource 2. 1: The Pros and Cons of Competing Language Theories and Their Impact on Assessment 69
- Resource 2.2: A Checklist for Maximizing Multilingual Learners' Access to Multiple Languages During Instruction and Assessment 70
- Resource 2.3: Comparing State/District With Classroom Assessment for Multilingual Learners 71
- Resource 2.4: Classroom Assessment Practices for Multilingual Learners 72
- Resource 2.5: Comparing State and District Assessment-Related Policies for Multilingual Learners 73
- Resource 2.6: What Counts as Evidence for Learning for Multilingual Learners 74
- Resource 2.7: Reaffirming My Team's and My Stance on Issues Facing Educators of Multilingual Learners 75

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Chapter 3

- Resource 3.1: Enhancing the Role of Assessment for Multilingual Learners 106
- Resource 3.2: Creating a Balanced Assessment System 107
- Resource 3.3: Evaluating Assessment *as*, *for*, and *of* Learning for Multilingual Learners: A Rating Scale 108
- Resource 3.4: A Decision-Making Log for Students 109
- Resource 3.5: A Self-Assessment Checklist for Social and Emotional Learning for Older Learners 110
- Resource 3.6: Engaging Newcomers in Student Self-Assessment 111
- Resource 3.7: A Metaphor for Assessment *as*, *for*, and *of* Learning 112

Chapter 4

- Resource 4.1: Literacy Practices for Multilingual Learners 141
- Resource 4.2: Multiliteracies and its Place in Assessment for Multilingual Learners 142
- Resource 4.3: Designing Different Permutations of Multiliteracies 143
- Resource 4.4: Multimodal Designs 144
- Resource 4.5: Applying Universal Design for Learning to Multilingual Learners and Multilingual Learners With Exceptionalities 145
- Resource 4.6: Student Self-Assessment of Their Use of Different Modalities: A Checklist for Middle and High Schoolers 146
- Resource 4.7: A Teacher Log for Facilitating Multilingual Learners' Metacognitive, Metalinguistic, and Metacultural Awareness 147
- Resource 4.8: An Example Rating Scale for Student Self-Assessment of Metacognition 148
- Resource 4.9: Evidence for Learning: Building Metalinguistic Awareness in Multilingual Learners 149
- Resource 4.10: Exploring the Many Facets of Translanguaging 150

Chapter 5

- Resource 5.1: Features of Linguistic and Culturally Sensitive Classroom Assessment 178
- Resource 5.2: Features of Linguistic and Culturally Relevant/ Responsive Assessment 179
- Resource 5.3: Linguistic and Cultural Responsiveness in My Classroom and School 180

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- Resource 5.4: Linguistic and Culturally Sustaining Assessment for Multilingual Learners 181
- Resource 5.5: Features of Our Current Assessment Practices and Where We'd Like to Go 182
- Resource 5.6: Determining Correspondence Between Curriculum and Assessment for Multilingual Learners 183
- Resource 5.7: The Presence of Multimodalities, Multilingualism, and Multiculturalism in Learning Goals and Assessment 184
- Resource 5.8: Formulating Integrated Learning Goals With Different Combinations of Modalities 185
- Resource 5.9: Projects, Tasks, and Activities as Expressions of Assessment *as*, *for*, and *of* Learning 186
- Resource 5.10: Components of Equitable Curriculum for Multilingual Learners 187

Chapter 6

- Resource 6.1: Psychometric Properties of Standardized Tests in My Setting 217
- Resource 6.2: Our Current Assessment System 218
- Resource 6.3: Principles of Effective Assessment Systems Centered on Multilingual Learners 219
- Resource 6.4: Including Multilingual Learners and Multilingual Learners With Exceptionalities in Designing, Administering, and Reporting Results of Standardized Tests: A Checklist 220
- Resource 6.5: Co-planning Project-Based Common Assessment for Multilingual Learners 221
- Resource 6.6: A Holistic Rubric for Interpreting Project-Based Learning 222
- Resource 6.7: Redesigning Assessment Systems for Multilingual Learners 223
- Resource 6.8: A Theory of Action for Designing and Defending Assessment Systems for Multilingual Learners 224

Chapter 7

- Resource 7.1: Generating Evidence From Content and Language Learning 250
- Resource 7.2: Selecting or Co-constructing a Rubric for Multilingual Learners: A Checklist of Look-Fors 251
- Resource 7.3: Analyzing the Effectiveness of Rubrics 252
- Resource 7.4: Instances of Multimodalities in Rubrics for Assessment *as*, *for*, or *of* Learning 253

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- Resource 7.5: Linguistic and Cultural Relevance of Assessment Tools 254
- Resource 7.6: Assessment *as*, *for*, and *of* Learning in Linguistic and Culturally Sustainable Classrooms 255
- Resource 7.7: Features of Common Assessment for Multilingual Learners 256
- Resource 7.8: Representation of Multilingual Learners in Norming Standardized Tests 257
- Resource 7.9: The Cross-Section Between Levels of Data and Assessment Approaches 258

Chapter 8

- Resource 8.1: Aspects of Linguistic and Culturally Sustainable Pedagogy 287
- Resource 8.2: Grading Principles for Multilingual Learners and Their Applicability to My Setting 288
- Resource 8.3 Abbreviated Literacy Squared Writing Rubric 289
- Resource 8.4: Feedback and Its Compatibility With Grading 290
- Resource 8.5: Using WIDA Proficiency Level Descriptors to Interpret Student Language Development Portfolios 291
- Resource 8.6: A Sample Assessment Portfolio 292
- Resource 8.7: Sources for Grading 293

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FOREWORD

It was 1995, and Goals 2000 and development of content standards were trending throughout the United States. While the federal government offered grants for the development of standards in most content areas, such as math, English language, arts, social studies, and world languages, there were no funds provided for developing standards for English learners. The professional organization, TESOL, jumped in to fill this gap and assembled a group of professional volunteers to work on standards and assessment for pK-12 English learners. Along with Fred Genesee and Anne Katz, Margo and I were part of the team charged with developing an assessment document to accompany the developing TESOL pK-12 standards. For over a year, we worked remotely and only met each other in person at TESOL, 1996 and thereafter for quick, intense meetings across the US to develop the document. I was immediately struck my Margo's keen intellect, fierce work ethic, and ability to focus on multiple projects while moving each forward steadily, quickly, and thoroughly. We met in each other's homes, in offices after hours, and before and after the TESOL conferences for several years until the release in 2000.

It is hardly a surprise to any reader of Margo's work that she has again charged forward with an even more ambitious agenda for the education of multilingual learners than ever before. At the beginning of the book, the reader is encouraged to move from equity to empowerment in the assessment of our multilingual learners. Initially, one might wonder, how can we work toward empowerment when equity is still in question? This book does not provide easy answers but instead explores ways advocates of multilingual learners can chase empowerment while pursuing equity and indeed the ethical impetus to do both.

Like all of her work, the book begins with the assertion that we must stop blaming multilingual learners and their teachers for the failure of society to provide a welcoming and supportive place for multilinguals to succeed in schools. The book includes eight chapters, each of which provides a thoughtful treatment of topics, beginning with the bases for empowerment and ending with fair assessment and grading practices. The book begins by outlining the processes and principles for assessing learners. Beginning with a comprehensive figure that summarizes legislation and litigation that affects multilingual learners, this first chapter is an excellent introduction to a newcomer to multilingual education and may provide a clear and succinct background to, for example, an administrator. The chapter continues with definitions of terms used for multilingual learners, and this table is useful for a wide audience from pre-service teachers to school boards. The utility of definitions in this chapter allows for the centering of the multilingual learner and the responsibilities of their teachers, administrators, and community members.

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Unsurprisingly, the rest of the book is as hearty as the first chapter. Once the reader is familiar with definitions and processes (and I suggest even those of us who regularly interact with this community read the first chapter as a tune-up), the second chapter provides a comprehensive yet readable overview of theories of language acquisition and how these theories can, should, and do affect the assessment of multilingual learners. In emphasizing the assets multilinguals bring to learning and assessment, the book indeed supports empowerment on the road to equity and vice versa; rather than positioning multilingualism as a problem for assessment developers to solve, it is instead treated as an asset to manage and celebrate. Similarly, the third chapter re-imagines assessment not as something done to learners but as, for, and of learning. Again, the multilingual learner is presented as a key player, with power and agency, in the assessment process, a concept poignantly illustrated by a pyramid that places the multilingual learner in the center of assessment *as*, *for*, and *of* learning. In the fourth and fifth chapters, literacy and curriculum come into focus. How can we honor and build upon students' multiliteracies while regularly assessing their progress within the curriculum? By again emphasizing the value of multilingualism and multiliteracy, the focus turns to the whole school context to support these learners through fair assessment that reflects the complexity of the learners' languages and strengths as well as the intricacy of today's curricula.

The sixth and seventh chapters address the issues of culture and systems in assessment. Too often, languages are assessed devoid of their inherent and inextricable cultures. Moreover, assessment is often viewed as a decontextualized event rather than a process that must be articulated across micro, meso, and macro levels both to be effective and to consider and incorporate the multilingual identity. By treating evidence for learning as a multifaceted and sensitive process rather than a one-time data gathering exercise, the volume recognizes the needs of a multilingual context and ways to assess the whole experience of learner language. The figures in Chapter 7 are particularly evocative of the many concepts that a multilingual must develop across nuanced and complicated academic areas and demonstrate how strong, well-developed rubrics can help learners, teachers, parents, and administrators understand learner growth and encourage them in their quests.

The final chapter wrestles with assessment grading. How do we provide fair grades to multilingual learners, each of whom has a narrative, a path, and a set of experiences that may influence them toward or away from formal education? We are reminded that "grades should be based on multiple forms of evidence for learning and should never serve a punitive purpose." All of Chapter 8 focuses on this value.

In addition to the rigorous and valuable content throughout the book, each chapter includes a veritable candy store of educator resources, from the premises to help scaffold the reader experience at the beginning of each chapter to sample assessment tools and references. The text is punctuated by opportunities to reflect (LET'S CONNECT), to enhance the user experience, and to allow the reader to process the deep information in the book. While the book is ideal for a TESOL assessment class or to accompany professional development, it can also be used by individuals or small groups who wish to advance their experiences.

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Since those early days in the 1990s, I have been struck by Margo's energy which is only second to her devotion to the advocacy and support of multilingual learners. Margo's quest to constantly improve and up the ante on how we work with our multilingual learners emerges throughout the book in helping advocates develop and improve assessment with and for our learners and ourselves. If we take into account the "recipes" contained in this book, we can work toward both equity and empowerment at the same time. This book offers a straightforward approach to a challenging subject and while it reminds us of how far we have come in multilingual education, it also challenges us to follow a clear and positive path forward to our true goal: teacher and learner empowerment in assessment.

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This book marks number 17 that I have authored, co-authored, edited, or contributed to for Corwin Press. Dan Alpert, Program Director and Publisher, has been there for me throughout all these years. Dan, you have been my north star, my moral compass, a shoulder to cry on, and my steadfast friend who has guided and encouraged me to pursue my out-of-the-box thinking. Although I know I will be in good hands, your deep roots in equity and your insight into the publishing field, coupled with your compassion and dedication are irreplaceable. I will always cherish our relationship.

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The success of any book also rests on its readership and nothing appeals more to teachers than hearing directly from fellow educators. The Portraits of Practice feature highlights the many roles of educators in their pedagogical practices. The contributions of these dedicated professionals give readers insight into real world application of assessment for multilingual learners.

- Naixam Chang, Beginner English as a New Language and Chinese as a New Language teacher in New York,

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- Abigail Ramírez, 4th grade classroom teacher at American School of Valencia, Spain
- Christine Kennedy & Kate McNulty, Minneapolis Public Schools administrators

Thank you for sharing insight into your assessment practices and all that you do for multilingual learners!

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ABOUT THE AUTHOR

Margo Gottlieb, a staunch advocate for multilingual learners and their teachers, has always envisioned multilingualism and multiculturalism as cornerstones of education. As co-founder and lead developer of WIDA at the University of Wisconsin–Madison, over her career, Margo has been a language teacher, coordinator, bilingual facilitator, director of assessment and evaluation, and an international advisor. Having presented and keynoted across the United States and in 25 countries, she has worked with universities, organizations, governments, states, school districts, and schools in co-constructing linguistic and culturally sustainable educational policy and practice. Margo has been an invited blogger and speaker for virtual seminars, webinars, podcasts, book chats, and videos; in addition, she has enjoyed reviewing books, journal articles, policy papers, and grants.

Over the years, Margo's scholarship has focused on co-designing language development standards frameworks for WIDA, TESOL International Association, Guam, and American Samoa, reconceptualizing classroom assessment, co-constructing curricular frameworks for multilingual learners, and evaluating language policy. Margo has been appointed to national and state expert advisory boards and has been a Fulbright Senior Scholar in Chile, appointed to the US Department of Education's Inaugural National Technical Advisory Council, and was honored by TESOL International Association for her significant contribution to the TESOL profession.

Holding a PhD in Public Policy Analysis, Evaluation Research, and Program Design, Margo has published extensively, having authored, co-authored, or co-edited over 100 publications including monographs, guides, manuals, white papers, technical reports, articles, more than 30 chapters, encyclopedia entries, and 20 books. Joining *Assessment in Multiple Languages: A Handbook for School and District Leaders* (2022) and its companion, *Classroom Assessment in Multiple Languages: A Handbook for Teachers* (2021), she is proud to add this 3rd edition of her best-selling book to her Corwin compendium.

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INTRODUCTION

CHANGING ASSESSMENT MINDSETS

It takes both sides to build a bridge.

—Fredrik Nael

Almost three decades ago, I was invited to present at the Language Testing Research Colloquium on portfolio assessment in Tampere, Finland. It was my first international conference with colleagues who were focused on elevating the status of research-informed assessment for multilingual learners—an exciting new bridge for me to cross. Thirty years later I remain a steadfast warrior for nurturing multilingual learners' linguistic and cultural identities and am committed to equitable assessment practices to empower students and teachers.

That is, in essence, what this 3rd edition of *Assessing Multilingual Learners: Bridges to Empowerment* (*Assessing Multilingual Learners*) is about. It is built on "ganas"—the will—and determination of educators, students, and families to have strength in their convictions to persevere and enlighten the education community which, in many cases, still clings to disheartened deficit views of "blaming the victim" for our educational ills. We are not asking you to abandon the goal of assessment equity, but to enhance and enrich it through student and teacher empowerment. To set the context for classroom assessment for multilingual learners, Figure 1 illuminates the subtle differences between equity and empowerment.

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FIGURE 1 ENHANCING ASSESSMENT PRACTICES: FROM EQUITY TO EMPOWERMENT

ASSESSMENT PRACTICES FOR EQUITY	ASSESSMENT PRACTICES FOR EMPOWERMENT
Highlights the strengths of multilingual learners	Centers strengths-based student and teacher agency
Honors stakeholder relationships	Forges and builds partnerships from classroom, school, home, and community relationships
Accentuates learning as an assessment goal	Accentuates learning as part of student identity formation and a goal for assessment
Experiments with assessment *as*, *for*, and *of* learning	Systematically enacts assessment *as*, *for*, and *of* learning
Uses assessment data to improve teaching and learning	Uses assessment data as a call for taking action beyond the classroom
Accepts bilingualism and multiculturalism as an underlying premise for educational attainment of multilingual learners	Infuses bilingualism and multiculturalism as a way of being that is integrated into assessment

This assessment book contributes to my compendium of Corwin books which illustrates the evolution of my thinking on classroom assessment for multilingual learners over an 18-year span. It reveals a growing awareness of the increasing relevance of information from classroom assessment for multilingual learners in every content area for every teacher, not just in specialized language and language arts classes. It highlights the value of instilling multilingual learners' languages, cultures, experiences, and perspectives within curriculum, instruction, and classroom assessment. It relies on multiliteracies, multimodalities, and multilingualism as viable pathways for students to optimize their access to learning and choice of evidence for learning.

Educators often examine assessment in terms of productivity, as shown, for example, in interim or annual test scores. While this orientation gives us a macro-level account of the extent that multilingual learners meet external language and content expectations (as in accountability), it does not produce a classroom micro-level account of the interaction among students and between students and teachers in everyday activities. Such close-up internally generated information is vital for understanding language and content learning for multilingual learners in local settings (Leung, 2005). Understanding the parameters and constraints of federal and state levels, this book attends, in large part, to assessment *as*, *for*, and *of* learning at the school and classroom levels.

SHIFTS IN ASSESSMENT THINKING

Assessing Multilingual Learners explores the possibilities and realities of classroom assessment as a road to empower multilingual leaners, their families, and teachers. We suggest activities for multilingual learners to access and use their full linguistic and cultural resources as potential leverage points. In essence, we propose five shifts in how we think about assessment, illustrated in Figure 2.

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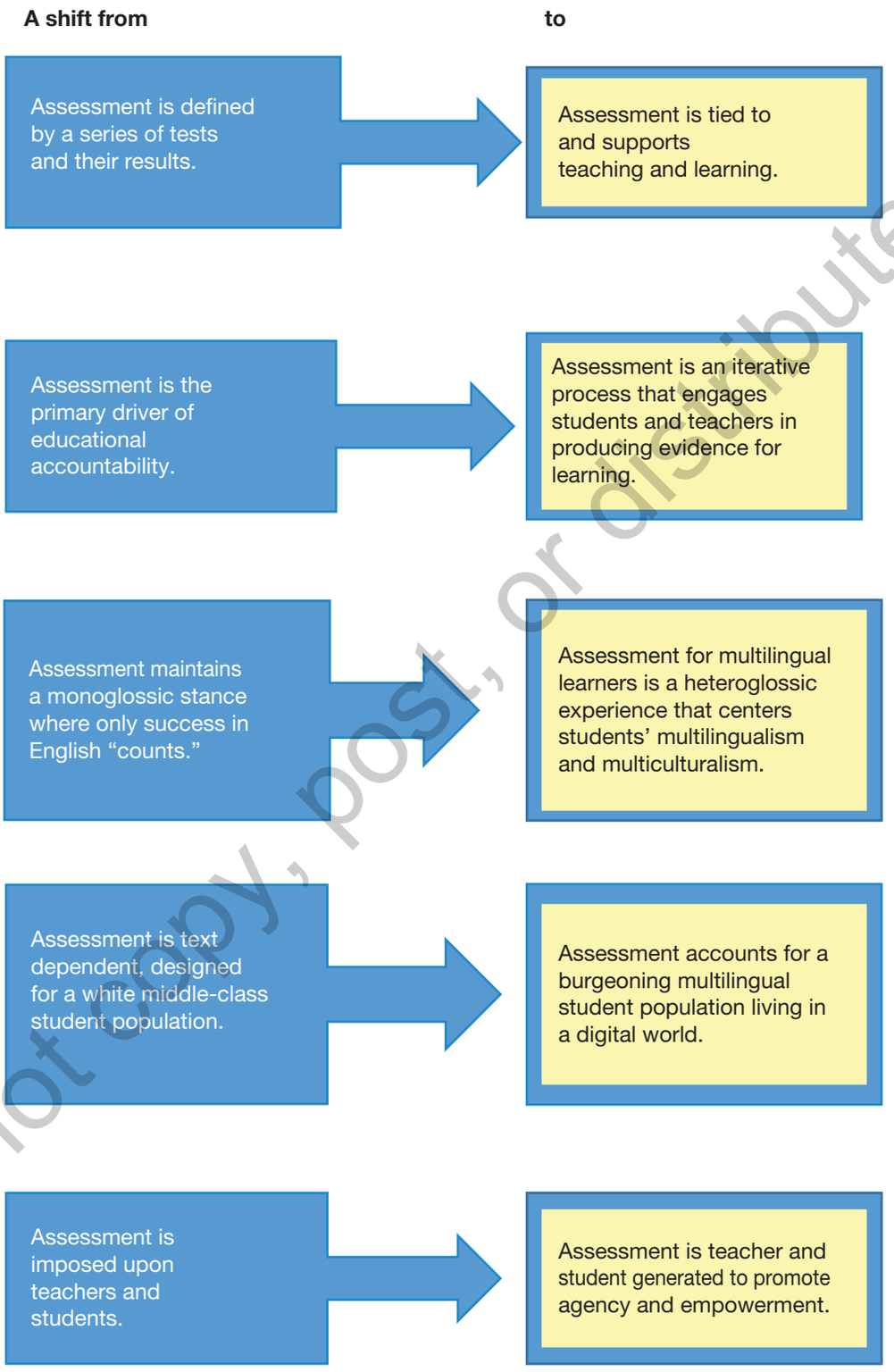
FIGURE 2 CHANGING ASSESSMENT MINDSETS FOR MULTILINGUAL LEARNERS



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In *Assessing Multilingual Learners*, *multiculturalism* refers to "a dynamic system of social values, cognitive codes, worldviews, and beliefs that give meaning to our lives and those of others" (Delgado-Gaitan & Trueba, 2001). *Multilingualism* encompasses the recognition and use of named languages and dialects, and their natural interaction in a variety of contexts. With multilingual learners, we must remember that linguistic and cultural influences mediate or shape the political nature of teaching and learning. It is precisely the talent potential of multilingual learners and their contribution to educational betterment that places them at promise rather than "at risk" (Boykin & Allen, 2002). Embodied in multilingual learners, this 3rd edition unfolds through the ecology of multilingualism and multiculturalism as applied to assessment in K-12 settings.

CHAPTER SUMMARIES

The eight chapters draw on concepts and issues important to instruction and assessment in today's classrooms. Together they send a message that is threaded throughout the book—empowerment leads to recognition and validation of multilingual learners, families, and teachers. Although many of the ideas are generalizable across users, we center multilingual learners, their families, and teachers as the lenses through which we contextualize assessment. Premises, principles, practices, and a host of strategies and tools guide how to conceptualize and enact classroom assessment. The chapters unfold as follows.

Chapter 1

Empowering Multilingual Learners and Their Teachers Through Assessment introduces the process of planning, collecting, interpreting, and using information, the backbone of assessment, to honor student and teacher agency and voice. In summarizing legislation and litigation, we set the stage for defining terms (labels) prevalent in the field of language education and their subsequent policies that have impacted multilingual learners and educators. Focusing on relationship building to foster ownership in teaching and learning, we view assessment—its purposes and its different types—through the eyes of multilingual learners and the persons with whom they interact. Principles for assessing multilingual learners in a classroom setting set up assessment as a linguistic and culturally sustainable process for empowering multilingual learners and their teachers.

Chapter 2

Issues in Assessment for Multilingual Learners addresses eight controversial areas that surround assessment. We first delve into competing theories of language and language learning which are the cornerstone for the other issues. Other topics we touch on include the role of multiple languages during assessment, differing definitions and uses of academic language, use of information for formative/summative purposes, and competing/constraining policies and practices around evidence for learning. These issues are juxtaposed with the influences of content, language, and technology standards on assessment. The chapter also touches on social and emotional learning in instruction and assessment and concludes with ideas for building student and teacher self-efficacy.

Chapter 3

Assessment as, for, *and* of *Learning* revolves around a viable model where multilingual learners are the most critical contributors to creating and sustaining a

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balanced and equitable information system for schools and districts (Gottlieb, 2016). It acknowledges the interaction of languages and their intersection with students, families, and educators. In doing so, these assessment approaches tap families' "funds of knowledge" and students' personal "funds of identity" as foundational for teaching and learning. By nurturing collaboration and relationship building across assessment approaches, this chapter guides educators in formulating a robust, inclusive, and balanced system that promotes student and teacher efficacy and produces sound evidence for learning.

Chapter 4

Multiliteracies, Multimodalities, and Multilingualism in Assessment expands accessibility options for multilingual learners as they engage in instruction and assessment activities, tasks, and projects. In combining oral and written modes with technology—visual, graphic, and kinesthetic ones—multiliteracies allows multilingual learners to comprehend and interpret the world through a variety of perspectives and experiences that are present in curriculum, instruction, and assessment. By building on literacy to encompass multiliteracies, we emphasize how linguistic and cultural sustainability coupled with technological advancement becomes inclusive of multilingual learners and their language practices. In addition, we highlight how multilingual learners' translanguaging practices help deepen their understanding and creation of meaning while multimodalities, representing principles of Universal Design for Learning, assist in scaffolding learning for multilingual learners and multilingual learners with identified disabilities.

Chapter 5

Connecting Assessment to Curriculum and Instruction recognizes the constraints of prevailing monoglossic language policies that value monolingualism-English—and attempts to shift that thinking by illustrating linguistic and culturally sustainable assessment features and strategies for heteroglossic multilingual student populations. To do so, this chapter presents practical ways of embedding equitable assessment into the (co)planning and delivery of lessons withing units of learning. With the overall aim to empower students and teachers, we attempt to show the educational community how to be open to and accepting of linguistic and cultural variability in assessment. In noting the subtle differences among linguistic and cultural sensitivity, relevance, responsiveness, and sustainability, we exemplify multilingualism and multiculturalism. We end the chapter by presenting two curricular models that underscore these concepts and illustrate how integrated learning targets combine content, language, and modes of communication within a sociocultural context to offer a unified vision for learning.

Chapter 6

Dynamic Student Assessment Systems consist of three companion systems that operate at the classroom (micro), school and district (meso), and state (macro) levels to form an overall assessment system. Measures across the system are fortified by robust research, sound principles, and proven practices where students, families, and educators have voice and agency. In student assessment systems, each user group has a distinct and important role and responsibility. For example, while administrators must understand the technical qualities of high-stakes tests, teachers must be agile in giving qualitative feedback to individual

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students. We explore different assessment tools and information to ensure linguistic and cultural sustainability for multilingual learners. Sample analytic and holistic rubrics illustrate how to interpret student samples from common, project-based, or performance assessment. At the close of the chapter, we revisit assessment *as*, *for*, and *of* learning as an organizing principle and a means for multilingual learners, families, and educators to work together to co-create comprehensive and equitable systems.

Chapter 7

Student Evidence for Learning speaks to ways we capture multilingual learners' growth in conceptual and language development in a variety of contexts. Evidence for learning comes from information from different types of rubrics (e.g., standards-referenced, multimodal, and linguistic and culturally sustainable ones) that serve as tools for interpreting students' original work. In examining these rubrics, we become cognizant of multilingual learners' metacognitive, metalinguistic, and metacultural awareness. In drawing evidence for learning from all types of assessment (i.e., annual, interim, common, and classroom assessment), we gather a full complement of data to form comprehensive portraits of multilingual learners.

Chapter 8

Assessment and Grading Practices takes a critical look at issues surrounding grading traditions and what we might do to evoke more equitable treatment of this mainstay practice for multilingual learners. We propose not to ground grading in numbers and letters but rather sound research-informed language and assessment principles with input from multilingual learners and their teachers. As a means of reforming grading, we suggest student-led conferences and assessment portfolios as viable options. By defending a body of work that meets agreed-upon learning goals, students become owners of their own learning, while teachers and students build trust.

UNIQUE FEATURES IN THIS EDITION

We have listened to you and converted your feedback from prior editions into new features. First and foremost, assets-based language permeates the pages. Each chapter begins with four *premises* that identify the most salient points for discussion and guide its organization. *Classroom assessment tools* illustrate teachers' and multilingual learners' voices. *Portraits of Practice* from educators in the field illustrate authentic assessment practices for multilingual learners that complement vignettes of typical assessment scenarios in schools. *Text boxes* scattered throughout the chapters highlight important concepts.

An opening *photo* to each chapter creates a metaphor for or provokes thinking about some facet of assessment for multilingual learners. At the close of each chapter are topical *References* specific to the content followed by *Resources* for discussion among groups of educators and multilingual learners. LET'S CONNECT, marked by boxes interjected throughout the chapters, personalizes and extends the text's ideas through deep questioning to help educators think through a process, a dilemma, or to challenge the status quo. It is a feature that invites grade-level/department teams, schoolwide professional learning

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communities, or district task forces to probe deeply into assessment-related problems of practice.

As a point of clarification, there are expressions used throughout the book that may not have universal applicability. Whenever we mention types of assessment, it applies to standardized forms at state and district levels (annual and interim) and standard/non-standard forms (common and classroom) at school and individual classroom levels. Replacing assessment for formative and summative purposes are three approaches—the model of assessment *as*, *for*, and *of* learning.

WHAT'S NOT INCLUDED

In this edition we have prioritized policies, principles, and practices for educators and multilingual learners over subsets of students or different program types. Although not treated in depth, we acknowledge the following areas of language/bilingual/multilingual education.

- Specialized groups of multilingual learners (e.g., special education students, Students with Interrupted Formal Education (SIFE), newcomers, Long-Term English Learners (LTELs), gifted and talented students)
- Low incidence and indigenous languages
- Individual language domains (listening, speaking, reading, writing)
- Levels of language proficiency (e.g., as designated by annual standardized language proficiency tests) as a delineation for scaffolding instruction and assessment
- Strategies for specific educational models (dual language, development bilingual, transitional bilingual, English language development, "sheltered" content).

Assessing Multilingual Learners is a guide, not a recipe, to promote educator and student empowerment. It is illustrative, not exhaustive, as it places responsibility for teaching and learning in the hands of multilingual students and their teachers. It fosters, not negates, the agency of educational stakeholders including students and families within local school and community contexts. We hope that this book builds bridges for multilingual learners, their families, and educators to help them navigate the linguistic and cultural waters of assessment. Through equitable linguistic and culturally sustainable assessment practices, we can uphold the values and identities of our multilingual learners in their pursuit of pathways to success.

Personally, I have constructed and crossed many bridges in my long career as a passionate educator and unwavering advocate for multilingual learners. It is my firm conviction that assessment should and can be a positive experience for students and their teachers to make those crossings, too.

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