

What Your Colleagues Are Saying . . .

Margo Gottlieb and Andrea Honigsfeld's book, *Collaborative Assessment for Multilingual Learners and Teachers: Pathways to Partnerships*, is a timely and valuable resource. It tackles two crucial issues for K–12 language specialists:

- Fostering seamless collaboration between content and language teachers to facilitate effective content-based language learning
- Elevating the role of assessment to provide actionable data for immediate, short-term and long-term instructional decisions

This powerful duo cleverly links assessment with collaborative practices for a more equitable and assets-based approach. The creative artistic signals used along the way will help the reader tread and ponder over critical points of the framework. That will help facilitate reflection and implementation. A wonderful book on multilingual learner assessment!

—**Dr. Margarita Calderón**, Professor Emerita, Johns Hopkins University, MD

Embarking on the journey of collaborative assessment, readers of this book are the heroes being guided by the authors. A journey into collaborative instructional assessment cycles supports educators in learning to navigate the unfamiliar territory of interconnectedness and interdependence among multilingual learners, teachers, and families. Margo Gottlieb and Andrea Honigsfeld inspire educators to launch a transformative quest. Along the way, they introduce readers to friends traveling the same journey, supporting educators through obstacles and options. Reaching the destination, teachers have had experiences with integrating language and content, balancing instruction and assessment, and collaborating in implementing student-centered approaches. What a ride!

—**Tamara J. Coburn**, Lead ESL Teacher, Winston-Salem/Forsyth County Schools, NC

Using “journey” as a metaphor, Margo Gottlieb and Andrea Honigsfeld pool their extensive knowledge and experience to both zero in on and expand the day-to-day rhythms of collaborative assessment for multilingual learners. These urgently needed assessment practices, collected into their book and illustrated via vignettes, engender curiosity, collaborative conversations, and enquiring attitudes in teachers, students, and their families. This contrasts with the overreliance on one-and-done, high-stakes tests for accountability that often deflate and discourage, placing us all—especially multilingual students—into a deficit-oriented mindset rather than into a joyful journey of learning and growing together.

—**Debra Cole, PhD**, Postdoctoral Fellow, University of Missouri, St. Louis, MO

Bringing together Margo Gottlieb's equitable assessment practices and Andrea Honigsfeld's effective collaborative strategies, this book takes the reader on a stimulating learning journey to develop a practice of collaborative assessment. This valuable text is a must read for educators in schools implementing collaborative teaching models. It is also an excellent book for those interested in exploring new pathways toward multilingual learners' academic success. To transform your practice, get an extra copy for your partner.

—**Dr. Lori M. Edmonds**, Assistant Professor of ESL Education,
University of Alabama at Birmingham, AL

How can collaborative teaching for multilingual learners happen without collaborative planning? It cannot. And how can collaborative planning and teaching happen without authentic, embedded, and equally collaborative assessment? It should not. Margo Gottlieb and Andrea Honigsfeld definitely fill a logistical gap with this book, providing accessible, practitioner-friendly ideas for ways in which educators of multilingual learners can—and do—collaborate with their colleagues and their students to make assessment what it can be and should be. This book's journey toward collaborative assessment is one that positions planning, teaching, and assessing all as parts of the same collaborative endeavor, one that is done for and with multilingual students rather than to them. But it also asks all educators to truly see and value multilingual students for who they are and what they bring as assets to schools and communities everywhere.

—**Miriam Ehtesham-Cating**, Director of Programs for Multilingual Learners,
Burlington School District, Burlington, VT

This is an exciting book! I can't wait to share it with both EL and classroom teachers. It supports our work in professional learning communities and will help us continue to build strong coteaching relationships.

—**Tamara Eklöf-Parks**, Multilingual Program Coordinator,
Essex Westford School District, VT

We are all the most effective and creative when we collaborate with others. In Margo Gottlieb and Andrea Honigsfeld's new book, they demonstrate how collaboration and assessment go hand in hand to empower multilingual learners on a path to success. This practical addition to the field takes us on a journey that centers the readers' experience, providing evidence-based strategies and adaptable templates that promote collaborative assessment. Readers from all roles and levels of experience will easily engage with and apply this learning to their contexts. I highly recommend this book!

—**Dr. Diane Staehr Fenner**, President, SupportEd and Author, VA

In centering culturally and linguistically relevant and sustaining practices, multilingualism, learner variability, family engagement, and collaboration as normal, this book fills a gap in the assessment literature for multilingual students. Classroom teachers, ELD or bilingual teachers, and instructional coaches will find this resource highly useful as they work within communities of practice to plan collaborative classroom assessments that focus on multilingual student voice and choice to embed within the instructional and assessment cycle. This book is unique in the way it is creatively organized to take readers on a journey as they develop collaborative assessment practices. Important on this journey is an acknowledgment of the messy and sometimes challenging nature of the work and the authors' timely suggestions for how to work around potential obstacles as well as concrete strategies readers can modify or customize for their own local contexts. Various 'pit stops' sprinkled along the way allow readers to pause and reflect on how the text relates to their own assessment practices and context. I can't wait to use this text with my pre-service and mentor teachers!

—**Dr. Caitlin G. Fine**, Assistant Professor, Metropolitan State University of Denver, CO

"I no longer feel that I need to know and do it all . . . that's what colleagues are for . . . to share the responsibility for teaching our multilingual learners." This quote, from a seasoned educator, is at the heart of Margo Gottlieb and Andrea Honigsfeld's new book. When it comes to student assessment, teacher candidates are taught to rely on standards and standardized testing, often at the cost of their own intuitive understanding of students and issues of equity, social justice, and cultural diversity—specifically multilingualism. Teachers need a new road map. The design of this book as a collaborative journey—complete with road signs, roadblocks, and yes, even pit stops—is not only engaging but mirrors teaching and learning as an interactive and ongoing process. The belief that throughout this journey we must have multiple opportunities to meet up with and collaborate with our colleagues makes me eager to go on this journey along with my students.

—**Dr. Alice Ginsberg**, Associate Director of Research, Rutgers University, NJ

Margo Gottlieb and Andrea Hongisfeld have delivered again! In a time when many schools are unsure of assessment practices for multilingual learners, this book empowers educators to collaborate, share expertise, and cocreate assessment policies that truly serve all students. It is an essential resource for educators committed to creating equitable educational experiences and championing the strengths of diverse student populations.

—**Rob Greenhaw**, Missouri Migrant and English Language Learning (MELL)
Instructional Consultant, EducationPlus, St. Louis, MO

Margo Gottlieb and Andrea Honigsfeld build upon assets-based approaches, family engagement, and student voice; these values are close to my heart as an educator, therefore I immediately felt invested in this book. The vignettes make it easier to understand how the collaborative assessment ideas in this book could be implemented in my own building. Finally, this book is fun!!! I love how it is written like a journey that is meant to be engaged with. This text will make an excellent book study for coteaching teams or any team that wants to grow their collaborative assessment practices.

—**Berth Harju**, Multilingual Learner Coteacher, Boise School District, ID

Wow! I love this book so much; it is so needed. Many of the school districts that I work with have seen an increase in their multilingual learners and are eager to know how to best understand, assess, instruct, and support these students. This book provides all of that and more! It walks you through the collaborative process, shares incredible vignettes from classrooms and actual teachers, and provides you with powerful tools for better assessing, understanding, and supporting all your multilingual learners. Thank you Margo Gottlieb and Andrea Honigsfeld for creating this outstanding book and tool for all of us.

—**Tami Hicks**, Director of WVEC Title III Consortium and Multilingual Learning,
Wabash Valley Education Center, IN

As we strive toward a new and necessary season of education where multilingualism is the treasured norm, this book will guide our collective passion to collaboratively and effectively serve our brilliant students and families who have been historically marginalized by ineffective assessment systems. Beginning in early childhood and lasting through high school graduation, we can and must do better, together, and this resource will enlighten the journey.

—**Kari Keith**, Director of Multilingual Programs,
Community Consolidated School District 15, IL

Educators who need a comprehensive and practical resource on collaborative assessment will find this book to be invaluable, especially for their multilingual learners. Drawing from classroom examples, scholarship, and evidence-based teaching, Margo Gottlieb and Andrea Honigsfeld guide readers on a “journey” through collaborative assessment, illuminating key issues, challenges, and opportunities. This book is a must-read for teachers and other educators who are committed to supporting multilingual learners in K–12 settings.

—**Ilka Kostka, PhD**, Teaching Professor, Northeastern University, MA

Drs. Gottlieb and Honigsfeld, Margo and Andrea, brilliantly crafted this book to guide educators regarding collaborative assessment practices—with student agency at the center. Now, more than ever, our field must move beyond the widespread, inequitable decisions made based on high-stakes test data that, by design, repeatedly fall short in capturing MLs’ true capabilities. Margo and Andrea offer real-world pathways to adopt collaborative, evidence-based assessment practices that showcase the countless dimensions of linguistic and cultural splendor MLs bring to our schools and communities.

—**Dr. Joan Lachance**, Associate Professor, UNC Charlotte, NC

Setting up an equitable playing field isn't always easy for teachers, so Drs. Margo Gottlieb and Andrea Honigsfeld provide clear and explicit answers to issues related to best practices in assessing multilingual learners. As we put adaptable classroom-ready templates and tools into practice, we can rest easy knowing that we are not only effectively addressing the assessment needs of our students, but we are also nurturing their overall academic and social-emotional needs. Their work is systemic, flexible, and inspirational because it provides multiple pathways for a collaborative assessment journey.

—**Katie Leven**, NYS Itinerant ENL Teacher and Podcaster,
The Intentional TESOL Podcast, NY

This book offers practical and thoughtful resources to guide pre- and in-service K–12 teachers in planning and implementing collaborative assessments as, for, and of learning. Given the strong emphasis on assessment in the current educational climate and how daunting assessment can feel for teachers, this is a much needed resource advocating for a culturally sustaining approach to the assessment of multilingual learners!

—**Dr. Kathleen McGovern**, Assistant Professor of TESOL,
The University of Southern Maine, ME

Margo Gottlieb and Andrea Honigsfeld have written a must-read K–12 practical guide for those of us who want to support multilingual learners' academic, linguistic, cultural, and social-emotional development through asset-based collaborative instruction and assessment. Read this book and join the extraordinary learning full of evidence-based strategies, ready-to-use tips, adaptable templates, and authentic examples. I can't wait to recommend this book to educators of multilingual learners in my network.

—**Dr. Minh Hue Nguyen**, Senior Lecturer in TESOL/EAL, School of Curriculum,
Teaching and Inclusive Education, Faculty of Education, Monash University, Australia

This book provides a framework for collaborative, equitable, and culturally and linguistically responsive assessment practices, helping educators to empower multilingual learners and create pathways for their success. Grounded in research-informed ideas that highlight the power of collaboration, this practical guide gives educators a road map for supporting schoolwide changes in assessing multilingual learners. Margo Gottlieb and Andrea Honigsfeld offer a wonderful example of the power of leveraging two areas of expertise (collaboration and assessment, respectively) in their first coauthored book. This practical guide can serve as an entry point for educators who seek to enhance assessment practices for content learning, language development, and literacy skills within an instructional cycle through collaboration. Never has there been such a need for collaborative works such as this one; *Collaborative Assessment for Multilingual Learners and Teachers: Pathways to Partnerships* will help educators of multilingual learners apply evidence-based strategies to their teaching practice and as a result, promote and support equitable assessment practices for this ever-growing population of students.

—**Dr. Gretchen Oliver**, Assistant Professor & Co-Director of TESOL Programs,
Siena College, NY

This book looks GREAT! It is really needed in the field. I get so many questions from teachers of bilingual students about appropriate assessments, and this book lays it out clearly in an approachable, well-written volume. So much of the discourse around assessment focuses on (English-centered) accountability and reflects a monolingual perspective—narrowly judging multilingual students’ capacities by only counting what they can demonstrate in English in a summative test. This volume centers around honoring multilingual learners’ unique skills and identities and helping educators learn how to work together to give students access to their full linguistic repertoire to demonstrate what they know and can do throughout their learning experiences.

—**Deb Palmer, PhD (She/Ella), Professor of Equity and Bilingualism/Biliteracy,**
University of Colorado Boulder, CO

Margo Gottlieb and Andrea Honigsfeld are the perfect combination when it comes to collaborative assessment for multilingual learners. In a linguistically and culturally diverse district, with over 100 languages spoken, this book will be invaluable to ensure we are taking strategic steps to assess our students with an asset-based approach. Honigsfeld’s extensive study of collaborative practices for multilingual learners combined with Gottlieb’s years of work with assessment and evaluation merge beautifully in the creation of meaningful and actionable ways to collaboratively assess student learning. Throughout the book, vignettes at the elementary, middle, and high school levels offer context for the content of their research. This book draws from the most current literature and provides multiple practical examples to guide us in making collaborative assessment practices a reality for our multilingual learners.

—**Rita Pohlada, Multilingual Learner (ML) Instructional Coach,**
Kentwood Public Schools, MI

As our district of over 1,000 multilingual learners invests in a strengthened, inclusive EL program model focusing on coteaching and integrated ELD, equitable assessment practices for multilingual learners has become a priority topic. This timely, relevant, and easy-to-read text is a must-read for educators at all levels who aim to enhance their assessment practices through an assets-based approach! From practical tips to adaptable templates, educators will be equipped with powerful tools to use right away. The authors weave vignettes from various educators around the United States and beyond throughout the text bringing the research and theory to life. We have seen the incredible impact of collaborative practices in various instructional settings, and we are anxious to roll up our sleeves to strengthen our collaborative assessment practices based on the combined expertise of Margo Gottlieb and Andrea Honigsfeld.

—**Pamela Schwallier, PhD, Director of EL and Bilingual Programs,**
West Ottawa Public Schools, MI

At NYS TESOL we believe all educators are educators of ELLs/multilingual learners. This book is an ideal tool for all teachers and administrators in many ways. High-quality systems, inclusive school culture, and the gradual release of responsibility are motifs throughout its pages. Furthermore, the asset-based ethos throughout this book can undoubtedly enhance school collaboration. As an educational leader and an ENL coteacher, it is clear to me that this book will help to build new and improved veteran relationships between coteachers and other educators. I say ‘Yes!’ this book is everything I’d like to communicate to colleagues. It is put so eloquently and succinctly via a metaphorical journey with vignettes of various school collaborative experiences. Thank you, Margo Gottlieb and Andrea Honigsfeld for putting this out for our schools . . . and truly, our society at large.

—**Christine E. Seebach EdD**, NYS TESOL, TESOL International, NYSCEA, NY

Collaborative Assessment for Multilingual Learners and Teachers is a must-have treasure for those who take on challenging and sometimes lonely journeys of trying to unpack data and connecting numbers to practical ways of supporting multilingual learners in daily instruction. This book is based on research-based practices and is designed as a fun but goal-oriented travel companion that is sure to stop and smell the roses along the way. Filled with colorful graphics that make reading easy and content comprehensible, this book is created with multilingual learners’ success in mind. The collaborative assessment guide was created with the collaboration of the two phenomenal authors at its best!

—**Dr. Inna Slisher**, English Language Learners Supervisor,
Knox County Schools, TN

One of the book’s unique strengths lies in its emphasis on leveraging the combined knowledge of educators, students, and families. This collaborative approach, presented through an engaging ‘journey’ theme, equips teachers with practical strategies to seamlessly integrate assessment into daily routines. This minimizes disruption while maximizing learning opportunities. The book’s clear and accessible presentation makes it easy for educators to grasp the concepts and readily apply them in their classrooms.

—**Dr. Lynn Shafer Willner**, Standards and Accessibility
Researcher/Digitalization Specialist,
WIDA at the University of Wisconsin-Madison, WI

Margo Gottlieb and Andrea Honigsfeld, renowned for their expertise in assessment and collaboration, show us how to support multilingual learners’ language, academic, and social-emotional development using state-of-the-art collaborative assessment practices. Whether you are new to teaching or a veteran educator, this book should be front and center for building student success.

—**Dr. Debbie Zacarian**, Founder, Zacarian and Associates LLC, MA

Collaborative Assessment for Multilingual Learners and Teachers

Dedication

We dedicate this book to all the wonderful educators we have met throughout the years with whom we have collaborated on our educational journeys across the nation and around the globe.

Collaborative Assessment for Multilingual Learners and Teachers

Pathways to Partnerships

Margo Gottlieb

Andrea Honigsfeld

Foreword by Maria G. Dove

Illustrations by Claribel González

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Please visit the companion website for downloadable versions of the resources listed above.

<https://companion.corwin.com/courses/CollaborativeAssessmentMLT>

Foreword

In over forty years of working in and observing PreK–12 classes, I have found a modest number of teachers who systematically incorporate classroom assessment, analyze and extract the data students produce, and use the data to refine on-the-spot or future lessons or scaffold instruction for those students who require additional support. Moreover, even fewer teachers share their assessment practices or data with one another. Without an organized process for collaboratively developing assessment or analyzing and sharing the data, many schools, especially those serving multilingual learners, risk keeping students in a cycle of underachievement across academic disciplines and fall short in developing their language and literacy abilities.

Using a siloed approach to teaching, twentieth-century teachers generally worked in isolation to develop lessons, deliver instruction, create assessment, and evaluate student work. In contrast, the demands of twenty-first-century curricula—critical thinking, problem solving, information analysis, media literacy, facility with technology, and so on—necessitate a more collaborative system for planning, teaching, and assessment. Twenty-first-century skills require collective expertise, varied perspectives, and multilevel feedback from diverse educators. The importance of teacher collaboration becomes even more pronounced when considering the educational needs of multilingual learners, and collaborative development and review of assessment practices have never been more crucial to student success.

When teachers partner, they are better able to tailor assessment that is not only accessible for multilingual learners but also linguistically and culturally responsive, ensuring that each assessment measures what was intended without ambiguity or bias. Through shared insights and observations, teachers who work together develop a more holistic view of student progress, moving beyond traditional systems of measurement, such as test scores or grades, and considering a broader range of factors that contribute to students' overall development. A collaborative approach to assessment enables the creation and implementation of targeted instruction that can be finely tuned to each learner's trajectory toward language proficiency and content attainment.

Coassessment is an essential part of the collaborative instructional cycle—planning, instruction, assessment, and reflection. It plays a pivotal role by promoting a shared understanding among teachers of the unique challenges of multilingual learners. Through coassessment, teachers collaboratively review students' work, fostering a

more inclusive perspective on multilingual learners' content and language development. By developing a system for collaborative assessment, teachers can not only identify students' areas of strength and challenge them more effectively but also exchange ideas and strategies, enriching professional growth and fine-tuning instructional practices. Ultimately, coassessment fosters a shared responsibility among all teachers for the education of multilingual learners.

In *Collaborative Assessment for Multilingual Learners and Teachers: Pathways to Partnerships*, Margo Gottlieb and Andrea Honigsfeld provide a critical framework for educators to partner together to organize, examine, and evaluate student work to enhance lesson planning and instructional delivery for multilingual learners. They provide a priority map for the hierarchy within school organizations to initiate and sustain collaborative practices and guide their readers through the sometimes complex yet practical aspects of coassessment across disciplines. Through case studies and real-world examples, the authors illustrate how collaborative assessment can lead to more meaningful and equitable educational experiences for multilingual learners, foster their academic success and linguistic development, and promote a culturally responsive approach to assessment practices. This comprehensive book provides invaluable resources for teachers to effectively meet the diverse challenges of assessment for multilingual learners while guiding the collaborative efforts of teaching partners. By offering practical guidance and insightful frameworks, strategies, and tools, the authors empower teachers to amplify their assessment practices and deepen collaboration within their school communities.

As you read this book, you will uncover how to begin or continue on your collaborative assessment journey. You will develop an understanding of assessment—AS, FOR, and OF learning—to enhance collaborative and instructional practices, such as how to support students to reflect on their own learning together, how to coconstruct learning targets and success criteria with students, and how to go about evaluating students' completed work equitably and collaboratively. Additionally, you will learn techniques for leveraging collaborative assessment to promote inclusivity and fairness, ensuring that every student's voice is heard and valued in the evaluation process.

Collaborative Assessment for Multilingual Learners and Teachers: Pathways to Partnerships offers a deep dive into the tools and techniques available for fostering collaborative assessment practices. It presents a diverse array of assessment strategies designed for educators, as well as peer evaluation protocols that promote student engagement in reflective conversations about their learning. The book outlines specific techniques for observing student teamwork and using classroom observation protocols to collect essential insights. By providing a structured approach to implementing collaborative assessment practices effectively, this book incorporates multiple opportunities for readers to pause and reflect, inviting readers to consider ideas on their own as well as discuss them with their teaching partners.

Collaborative assessment of student work reflects a broad shift in education to focus on inclusivity and equity for all learners. By coassessing student work, teachers recognize the unique requisites for the success of multilingual learners as well as how to develop assessment that promotes opportunities for their learning and growth. Collaborative assessment is essential to ensure fair and accessible assessment, promote students' abilities to reflect on their learning, and provide all students with equitable opportunities to demonstrate their knowledge and skills.

—Maria G. Dove

Acknowledgments

First, we would like to thank our editor, Dan Alpert, for his decades of work at Corwin Press, during which time he urged us to interweave collaboration and classroom assessment practices, strengthening the impact of both. Dan has been an unparalleled champion of equity and critical friend with a staunch vision. In addition, we wish to express our gratitude to the entire Corwin team, especially Megan Bedell, who has assumed Dan's leadership as acquisitions editor. Mia Rodriguez, content development editor, Lucas Schleicher, content development manager, and Natalie Delpino, senior editorial assistant, have been helpful in the manuscript preparation and production process as has Amy Schroller, our project editor. A round of thanks also goes to Melissa Duclos, marketing manager, who has spearheaded the book's marketing campaign. Every book requires attending to a million details, and it is always a pleasure to know that conscientious eyes have reviewed all its fine points, including Karin Rathert, our copyeditor.

A huge thank-you goes to our colleague, friend, and collaborator, Maria G. Dove, for offering her insightful foreword. The artistic talents of Claribel González are prominent throughout the book, and we thank her for the creative icons and sketch notes that lead you down the trails of our journey. In addition, we would like to thank Kelsey Marci for her technical assistance with organizing the many citations and references and Sherry Liptak for her assistance with the final readthrough of the page proofs.

The collaborative assessment stories from all the educators sprinkled throughout the chapters bring the book to life and hopefully help you, the reader, gain insight into the possible for your classrooms, schools, and districts. From small towns to large cities, around the United States and abroad, we are grateful to you for lending your collective voices to this book (in alphabetical order): Jill Ayabei, Shanel Barrett, Kelli D. Bernedo, Samantha Blanks-Gonzales, Fara Musser Blaszak, Catherine Raines Bura, Tamara J. Coburn, Kelly Cray, Andrea Dell'Olio, Rebecca Gerding, Ceci Gomez-Galvez, Jackie Griffin, Kimberly Henry, Stephanie Just, Kathleen Kemme, Christine Kennedy, Sara Klaahsen, Victoria Lore, Lindsay Manzella, Jessica Marty, Cindy McGean, Alexis Kiana Ortega, Alycia Owen, Alma Pezo, Molly A. Riddle, Ashley Rovner, and Jane Russell Valezy. We are very fortunate to feature so many unique examples representing different pathways to collaborative assessment across classrooms, schools, networks, and districts in K–12 settings.

About the Authors



Margo Gottlieb, PhD, has always been a staunch advocate for multilingual learners and their teachers. As cofounder and lead developer of WIDA at the University of Wisconsin-Madison in 2003, Margo has helped design and contributed to all the editions of WIDA's English and Spanish language development standards frameworks and their derivative products, including the Can Do Descriptors and *Essential Actions*. Starting her career as a Chicago Public Schools teacher, Margo worked with multilingual learners and their families; as director of assessment and evaluation at the Illinois Resource Center, she shared her expertise with edu-

cators. Being a bilingual teacher, facilitator, consultant, teacher educator, and mentor across K–20 settings, she has worked with universities, organizations, governments, states, school districts, networks, and schools in coconstructing linguistically and culturally sustainable curriculum and reconceptualizing classroom assessment policies and practices.

Margo's passion has always been assessment in its many forms, starting with her dissertation, a K–12 multilingual test in Spanish, Lao, and English that integrated content and language. Since then, she was appointed to national and state advisory boards, served as a Fulbright Senior Scholar in Chile, and was honored by the TESOL International Association in 2016 for her significant contribution to the field. In her travels, Margo has enjoyed keynoting and presenting across the United States and in 25 countries. Having authored, coauthored, or coedited over 100 publications, including 20 books and guides, Margo's third edition of her best-selling book, *Assessing Multilingual Learners: Bridges to Empowerment* (2024), is the latest addition to her Corwin compendium.



Andrea Honigsfeld, EdD, is a professor in the School of Education at Molloy College, Rockville Centre, New York. Before entering the field of teacher education, she was an English-as-a-foreign-language teacher in Hungary (Grades 5–8 and adult) and an English-as-a-second-language teacher in New York City (Grades K–3 and adult). She also taught Hungarian at New York University. She was the recipient of a doctoral fellowship at St. John’s University, New York, where she conducted research on individualized instruction and learning styles. She has published extensively on working with

English language learners and providing individualized instruction based on learning style preferences. She received a Fulbright Award to lecture in Iceland in the fall of 2002. In the past twelve years, she has been presenting at conferences across the United States, Great Britain, Denmark, Sweden, the Philippines, and the United Arab Emirates.

She coauthored *Differentiated Instruction for At-Risk Students* (2009) and coedited the five-volume *Breaking the Mold of Education* series (2010–2013), published by Rowman and Littlefield. She is also the coauthor of *Core Instructional Routines: Go-To Structures for Effective Literacy Teaching, K–5 and 6–12* (2014) and *Growing Language and Literacy* (2019, 2024) published by Heinemann. With Maria Dove, she coedited *Coteaching and Other Collaborative Practices in the EFL/ESL Classroom: Rationale, Research, Reflections, and Recommendations* (2012) and coauthored *Collaboration and Co-Teaching: Strategies for English Learners* (2010), *Common Core for the Not-So-Common Learner, Grades K–5: English Language Arts Strategies* (2013), *Common Core for the Not-So-Common Learner, Grades 6–12: English Language Arts Strategies* (2013), *Beyond Core Expectations: A Schoolwide Framework for Serving the Not-So-Common Learner* (2014), *Collaboration and Co-Teaching: A Leader’s Guide* (2015), *Co-Teaching for English Learners: A Guide to Collaborative Planning, Instruction, Assessment, and Reflection* (2018), *Collaborating for English Learners: A Foundational Guide to Integrated Practices* (2019), and *Co-Planning: 5 Essential Practices to Integrate Curriculum and Instruction for English Learners* (2022). She is a contributing author of *Breaking Down the Wall: Essential Shifts for English Learner Success* (2020), *From Equity Insights to Action* (2021), and *Digital-Age Teaching for English Learners* (2022). Ten of her Corwin books are bestsellers.

About the Illustrator



Claribel González is a resource specialist for the Regional Bilingual Education Resource Network (RBERN) in western New York. She supports districts in achieving academic excellence for multilingual learners through professional development, technical assistance, and instructional coaching. Her passion for language and equity started at a young age as she was raised in a bilingual home and experienced the benefits of participating in bilingual programs. As an avid

doodler, she celebrates creativity and the power of sketch notes as a vehicle to synthesize information. She has illustrated *From Equity Insights to Action: Critical Strategies for Teaching Multilingual Learners* (2021) and *Co-Planning: Five Essential Practices to Integrate Curriculum and Instruction for English Learners* (2021), both published by Corwin. González has served as a bilingual classroom teacher and district instructional coach. She is currently a doctoral student in the language education and multilingualism program at the University at Buffalo. Her research interests include bilingual education, biliteracy, and assessments.



Setting Out on a Journey Through Collaborative Assessment

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The essence of education is not to transfer knowledge; it is to guide the learning process, to put responsibility for study in the student's own hands, and place people on their own path of discovery and invention.

—Tsunesaburo Makiguchi

Are you ready to join us on an extraordinary trip? Are you excited to explore some new territories with us? We definitely are! We have been preparing for this journey for quite some time, so we are thrilled you are here with us!

After many years of following each other's work, at long last we, Margo and Andrea, met in person during a retreat organized by our publisher, Corwin, and began to toss around the idea of collaborating one day. As with many educational partnerships, developing a deep understanding of each other's professional stance generally takes time. At first, there were many competing demands, but over the years, we couldn't help but notice how often we kept crossing paths. At long last, we were able to collaborate!

As we traveled around the United States and beyond, we frequently found ourselves in the same professional space. We participated in some of the same online events during the COVID-19 pandemic, and ever since those trying times, we have cowritten a chapter, served on a panel discussion, participated in joint webinars, and copresented at conferences.

As we kept running into each other—in person or virtually—and our professional lives kept intersecting, we were delighted to rediscover our shared professional interests, including our joint passion for collaboration as the heart of relationship building.

So here we are—our first coauthored book, which we envision as a journey with stops along the way to capture our paths of discovery and on-going learning metaphorically. Each chapter represents a significant adventure we invite you to embark on with us. Throughout the book, “we” will refer to us (Margo and Andrea) as authors, and “you” will address either the readers of the book directly or educators of multilingual learners.

What Is This Book About?

This K–12 practical guide is designed to provide you with ready-to-use tips and adaptable templates that streamline the assessment process and embed it into everyday classroom routines. Set within an assets-based approach to learning, we showcase how collaborative assessment practices support multilingual learners' academic, linguistic, cultural, and social-emotional development. We share evidence-based, research-informed strategies for successful classroom implementation.

Countering the challenges from overreliance on data from high-stakes tests for accountability purposes, we pose pedagogies designed around multilingual learners' linguistic and cultural resources. Through numerous authentic examples, we show meaningful and actionable ways to collaboratively examine student learning within *instructional* and *assessment* cycles across grade levels and content areas.

We highlight how content teachers, ELD or bilingual educators, and other specialists, when working together, can advance teaching and learning for multilingual learners. We also focus on how multilingual learners can interact with each other through dialogic inquiry in seeking responses to questions that they have generated. You will find evidence of how this overall trust built into classroom communities elevates the role of assessment in providing useful information for in-the-moment, short-term, and long-term decision-making.

Why Is This Book Needed?

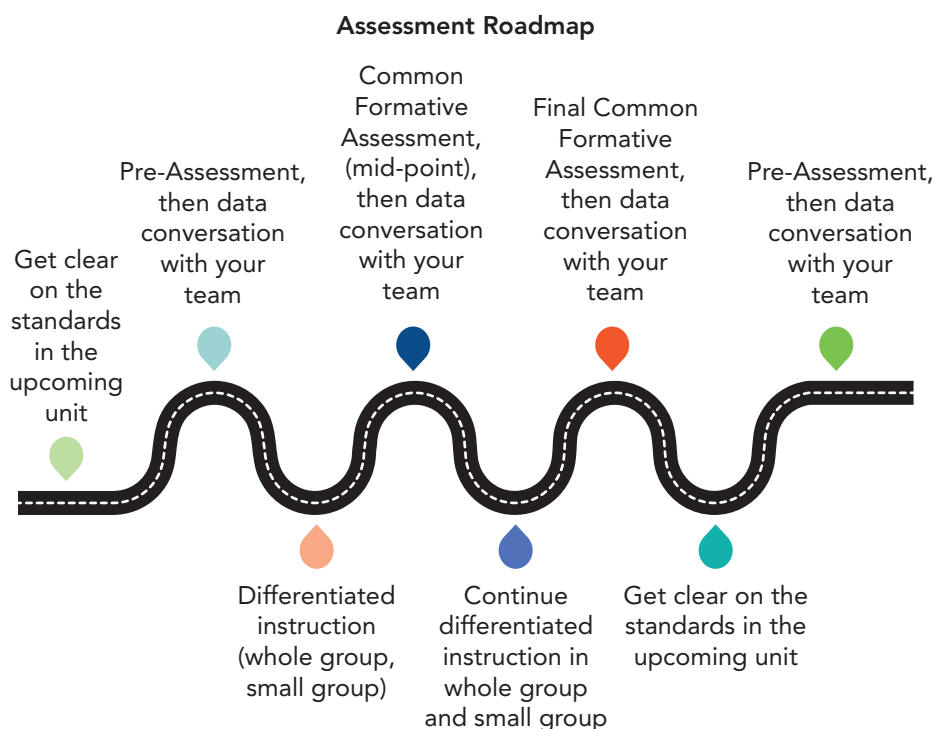
The connection between learning and assessment is becoming much closer than ever before as educators take on a more active role and pay closer attention to multilingual learners' language and literacy development within content learning (Davison & Leung, 2012; Gottlieb & Katz, 2020). But you don't have to do it all and do it alone! The stage has been set for collaborative assessment that embraces increased student voice and choice in documenting their evidence for learning as well as teacher agency to take informed action based on students' needs. We also intend to illustrate the ease with which content and language teachers as well as multilingual learners and families can combine their expertise to ensure and promote linguistic and cultural equity in classroom assessment.

Let's start our journey around the United States and beyond by first by visiting Jackie Griffin, director of Curriculum, Professional Learning, and Language in Skokie School District 73, Illinois, who leads and supports collaborative assessment practices.

At East Prairie, multilingual learners are immersed in a dynamic coteaching environment where collaboration is at the forefront. EL teachers work hand in hand with general education classroom teachers, coplanning, coteaching, and coassessing to ensure seamless integration of language development with academic content. Within grade-level teams, teachers collaborate to identify students' mastery levels of standards, providing targeted support or extension as needed. EL teachers contribute a crucial language perspective to these

discussions, offering valuable suggestions and scaffolds to empower multilingual learners and all students to reach their full potential. This collaborative approach fosters an inclusive and supportive learning community where every learner is equipped with the tools they need to succeed. (See Figure 1.1.)

Figure 1.1 A Road Map of Collaborative Assessment Practices in Skokie School District 73



All districts and schools should have a road map that delineates their collaborative assessment journey. In that way, there is a clear vision of the destination and timeline. If not already in place, you should consider coconstructing a map of your own as you read through the chapters, getting feedback from colleagues, and amending it along the way.

Norms for Collaborative Instruction and Assessment

Seven core norms have informed our work and more specifically, have guided the writing of this book. They are based on the premise that in the classroom, collaborative instruction and assessment are intertwined and codependent, so much so, that the two are inseparable. Research-informed and evidence-based practices as well as our recommendations are systematically built upon them:

1. Assets-Based Pedagogy as the Norm

Rather than taking on a deficit-oriented perspective, putting labels on children, or ignoring the rich diversity that students bring to school from home, we fully embrace an assets-based approach to all aspects of multilingual learners' education.

Beatriz Arias (2022) reminds us that this type of “teaching requires that educators abandon a focus on the perceived limitations and weaknesses in students and expand their understanding of the strengths, assets, and funds of knowledge that students and their families possess” (p. 3). Since its inception in 2003, WIDA, a consortium of more than 40 states, territories, and federal agencies, has been dedicated to supporting educators of multilingual learners and has perpetuated a “can-do” philosophy as a primary value for fostering language development and learning (WIDA, 2019). Similarly, other states and Canada have moved into an advocacy role for promoting assets-based educational practices for multilingual learners.

2. Culturally and Linguistically Responsive and Sustaining Education as the Norm

Built on a long tradition of culturally relevant and responsive pedagogies (Gay, 2000; Ladson-Billings, 1995), we advocate for creating a student-centered learning environment inside and out of school that affirms all learners’ cultural and multilingual identities, honors their ways of knowing based on their frames of reference, and consistently builds on students’ strengths. “Culturally sustaining pedagogy seeks to perpetuate and foster—to sustain—linguistic, literate, and cultural pluralism as part of the democratic project of schooling” (Paris, 2012, p. 93).

3. Student Voice and Choice as the Norm

When classrooms and schools center students, their values, perspectives, passions, and interests become paramount in curriculum, instruction, and assessment. Additionally, for multilingual learners, their languages, cultures, and histories are reflected in their learning environment and classroom activities. When students have voice and choice, they become responsible for and agents of their own learning. “Incorporating student voice and/or family voice into student learning is a promising strategy for teachers striving to foster culturally responsive classrooms to enhance education access, opportunity, and success for students who are historically marginalized within the pre-kindergarten to grade 12 education systems” (IES REL Pacific, n.d.).

4. Multilingualism as the Norm

Many students come to school with a primary language other than English. Many more speak more than one language or dialect at home or in their local communities and communicate with immediate or extended family members engaging in fluid, dynamic *linguaging*—“the process of making meaning and shaping knowledge and experience through language” (Swain, 2006, p. 98). Multilingual learners also hold onto a critical dimension of their identities, self-definition, and self-expression through language (Esteban-Guitart & Moll, 2014). We strongly agree that language rights are human rights and knowing more than one language is a superpower (see USDOE, 2023). Multilingualism is an ambitious expectation we have for all students and educators both as an individual commitment and societal norm.

5. Learner Variability as the Norm

There is a vast diversity within any group of learners when it comes to their prior and current learning experiences, their motivation and abilities, and their talents, gifts, and interests. Most multilingual learners are uniquely positioned to be at the intersection of sociocultural, academic, cognitive, and linguistic experiences: Our responsibility as educators is to provide them with equitable access to culturally and linguistically responsive and sustaining curriculum, instruction, and assessment through highly engaging and relevant learning experiences. Acknowledging the variability of student characteristics, learning situations, and teacher preparation, research suggests an increase in the likelihood of multilingual learners' success when favorable conditions are created for the following: (a) climate for learning, (b) challenge as learning, (c) clarity of learning, (d) cohesion in learning, and (e) checks into learning (Fisher & Frey, 2023).

6. Family Engagement as the Norm

Multilingual learners, as all children, come from rich family traditions and complex historical, cultural, and individual experiences. Families of students who have been historically marginalized need to see schools as institutions to trust and educators as partners. To achieve this, we advocate for collaborative strengths-based family engagement rather than 'involvement' at its core; we recognize families and their languages, cultures, and traditions as important contributors to students' educational experiences that are integral to schools' curricular journeys.

To tap family expertise and bring it into the fold of schooling, Louise El Yaafouri (2019) offers six tips to encourage their successful engagement. They include the following: (1) making engagement reciprocal by establishing a partnership between family members and the school, (2) aiming for authenticity by "championing relationship building through collaboration" (para. 6), (3) using a culturally responsive approach, (4) keeping it simple through clarity of communication, (5) increasing capacity in growing family members as leaders, and (6) finding your way home through home visits.

7. Collaboration as the Norm

Teaching is a complex profession that requires educators to share their expertise, combine their knowledge and skills, and create shared goals with viable pathways to their success. By forming and engaging in vibrant communities of practice, all stakeholders recognize the challenges and opportunities of working with diverse student populations who deserve nothing less than a shared ownership of equitable, joyful, and enriching learning experiences. What starts with occasional dialogue between students, students and teachers, or among educators hopefully expands to sustained ongoing collaborative action. As Tamara J. Coburn, lead ESL teacher in the Winston-Salem/Forsyth County Schools, North Carolina observes: "Change happens in conversation before it can happen in the classroom."

How Is the Book Organized?

To make this book reader-friendly, we wanted to keep it relatively short and accessible; thus, we have six interconnected chapters filled with figures and icons to lead the way. The following chapter summaries give you a preview of what you will find in each chapter and how we have planned this journey for you:

Chapter 1: Setting Out on a Journey Through Collaborative Assessment

This introductory chapter frames our book. It articulates the context, defines the goals for writing this book, and sets the tone for our travels. We identify the purpose and the foundation for our work and establish its focus in support of multilingual learners. In providing a rationale for collaborative assessment and its advantages for advancing teaching and learning, we set the course for establishing a must-read guide for educators who wish to coordinate instruction and classroom assessment for multilingual learners.

Chapter 2: Collaborative Instructional and Assessment Cycles

In this chapter, we briefly introduce two codependent cycles. The first, the collaborative instructional cycle, consists of four interrelated components: collaborative planning, instruction, assessment, and reflection. We show how together, the four components maximize teacher effectiveness and impact multilingual learners' language and literacy development, content attainment, and social-emotional growth. Within the instructional cycle, we introduce the second cycle, the five iterative phases of assessment, from planning to taking action; we then elaborate how each phase dovetails with and reinforces instruction. Finally, we preview the content of the next three chapters—assessment AS, FOR and OF learning—and how it fits into the collaborative instructional and assessment cycles.

Chapter 3: Collaborative Assessment AS Learning

Building multilingual learners' metalinguistic, metacognitive, and metacultural awareness is integral to collaborative assessment AS learning as it sensitizes multilingual learners to different facets of self-reflection as part of their identity formation. This extension of assessment AS learning invites multilingual learners to learn from each other and form strong and lasting relationships. Simultaneously, it taps the students' linguistic and cultural resources and their use of translanguaging as a collaborative instructional and assessment strategy. We illustrate how students can gain agency in becoming personally accountable for learning and the drivers in setting personal goals, monitoring their own learning, and celebrating their successes.

Chapter 4: Collaborative Assessment FOR Learning

In this chapter, we highlight how students and educators develop relationships by collaborating in classroom assessment. We illustrate how students, in conjunction with their content and language teachers, participate in the instructional and assessment cycles. We learn how students, along with

teachers and coaches, determine the best options for multilingual learners and how teachers, counselors, and multilingual learners explore course options based on information from multiple assessments. In assessment FOR learning, we offer opportunities for you and your students to codesign integrated learning goals and targets and learn how, together, you both benefit by giving and receiving feedback.

Chapter 5: Collaborative Assessment OF Learning

Collaborative assessment OF learning entails a broad range of measures, from those in individual classrooms to ones mandated by the state. With representation from all stakeholder groups, we see the emergence of student, teacher, and leader agency as a road to empowerment. Through student-led conferences and different forms of teacher facilitated project-based learning, we see how students and teachers form partnerships in deciding multimodal evidence for learning. In essence, this chapter shows you how data from assessment OF learning complement those of assessment AS and FOR learning to build and fortify a collaborative system where multilingual learners and their teachers have active roles.

Chapter 6: Collaborative Assessment Beyond the Classroom

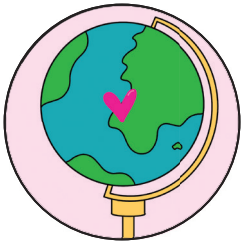
The final chapter goes beyond the day-to-day in-class practices of assessment AS, FOR, and OF learning and invites you to build partnerships with a range of educators and service providers, coaches, leaders, and families. We continue to urge all members of your school community to take a multilingual turn (May, 2014) and adhere to multiliteracies as principled pathways to student success. We illustrate how our collaborative assessment framework that is anchored in multilingual learners' and their families' linguistic and cultural assets can be adopted school- and districtwide. We also advocate for a systemic approach to collaboration, with a special emphasis on coassessment. The book closes with signs of hope for advancing collaborative assessment as the *overriding norm* in classroom and school settings.

What Are Some Recurring Features?

The chapter summaries might have given you the impression of a book that reads like an academic text. Fear not! We meant it when we suggested early on that we are taking you on a journey. (We don't want to overpromise . . . but this might just end up being a journey of a lifetime!) There are several unique, recurring features in each chapter to serve as your navigational tools and signposts. Our intention is to keep guiding you through the journey of topic exploration while also providing you with continuity and stimulating learning experiences.

We have woven the travel metaphor throughout the book with each chapter unfolding as a different place along our journey. You will notice that the section headings and subheadings as well as the colorful icons created by Claribel González all suggest different aspects of our travels. The major headings are presented in a question

format, whereas the subheadings give suggestions or suggested action steps for your consideration.



Where Are We Going?

We launch each chapter with a brief visit to the sprawling Katherine Johnson campus with its elementary, middle, and high school. As each section opening question suggests, we want you to get oriented to the topic of the chapter by meeting different educator teams and witnessing a typical scenario or conversation that takes place on campus. The vignettes offer a unique context for each chapter while making the content readily accessible and relatable.

There are two subsections here to aid in our exploration; first, under **Finding Our Way**, we elaborate on the introductory vignette, and then under **Considering Our Options**, we offer alternatives or extensions to our discussion that you may wish to pursue.



How Will We Get There?

The purpose of the next major section is to establish the goals of the chapter and, just as a GPS does, to map out possible routes to follow.



Why Is/Are [_____] Important in Our Journey?

The first thing you might notice in the section heading is that there is a placeholder; it indicates that the title is going to change based on the topic we are exploring. Here our aim is to establish a rationale for the chapter and make a strong case for our recommendations. In that way, you can readily communicate the vision of and the know-how for collaborative assessment to others.

Under **Educator Promises**, you will find a brief introduction followed by a list of promises associated with collaborative assessment practices between students, students and teachers, and teachers that we hope you also embrace. These promises relate our hopes for multilingual learners and their teachers in enacting the instructional and assessment cycles.



How Should We Prepare for _____?

Before we set out on a journey, we need to be well informed and well prepared, so we usually hop on the internet and search for some information. In this section, we offer a detailed description of the topic (where we fill in the blank) and we address what is entailed in classroom implementation.

What Are Some Caveats/Challenges Along the Way?

We do not shy away from obstacles and roadblocks, nor do we want to pretend that there are no unforeseen difficulties along the way. So here we discuss the challenges that we have observed—and you can anticipate—connected to the topic of the chapter. We also offer suggestions for how you might circumvent some of the warning signs.

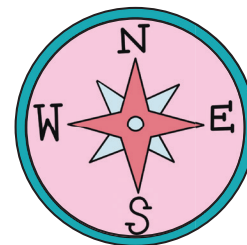


What Do We Need to Pack?

The journey we are taking you on requires careful preparation and lots of tools and techniques. Here we present practical strategies and resources that you can readily adopt or adapt to your own local needs and contexts. Additionally, we share some resources we hope you find useful in your collaborative assessment journey.



Periodically throughout the chapters, we employ two additional features to reinforce the concepts we introduce.



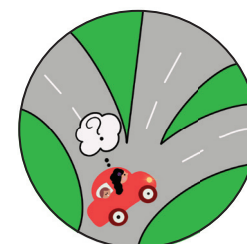
The first, the compass, reminds us of the importance of relying on research and evidence-based best practices. Look for the inserts where we present key research findings or citations that further support our claims and guide our thinking.

The second additional feature, the pit stop icon, invites you to take a short break on your journey with us, process the information we have presented, and reflect on its relevance, usefulness, and applicability to your own context.



Which Pathways Should We Take?

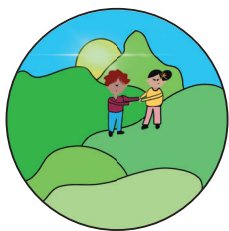
When we travel, we often find many roads in front of us; at times, perhaps, it may seem as if there are even too many paths to choose from! In this section, we recognize and present alternative choices for collaborative assessment as you follow the topic at hand. Here our intent is to guide you and your students in making the most appropriate decisions in choosing the trails you wish to take.



What Should We Do Before Leaving This Stop?

When seeing this icon, you are ready to look back to where you have been on this journey and think back on your successes (and challenges). As we wrap up the chapter, we summarize the key take-aways so you are not too bogged down with luggage.





Where Do We Go Next?

As we head toward our destination, we ask you to slow down a bit. In the final major section of each chapter, we prompt you with some questions to reflect on what you have discovered, determine your own next steps, or plan some new directions to take with colleagues and others, including multilingual learners.

In addition to these recurring features, in each chapter, we take side trips to visit educators around the United States and internationally to learn about their collaborative instructional and assessment practices. We appreciate the trust these educators have placed in us, and we are thrilled to have this unique opportunity to share their experiences with you. You will learn first-hand what works for whom, and why, how, and what kinds of locally developed assessment tools and protocols they have implemented in supporting assessment for multilingual learners.

Introducing the Katherine Johnson Campus

As we begin our journey, we invite you to take a tour of the Katherine Johnson campus with us. “Where is this place and why are we going there?”—you might wonder! This campus, with its three connected schools, is the location of the introductory scenarios that launch each chapter. Through these composite vignettes, we tell the story of many schools, campuses, and districts around the country that are working toward advancing teaching and learning through collaborative assessment for their growing populations of multilingual learners.

The Johnson campus is part of an urban district, but we recognize that many of its practices and policies also have applicability to schools in suburban and rural settings. Its leadership has worked particularly hard to have community outreach to ensure organizations and agencies are integrated into its welcoming culture. Students and families are welcome to access all the multilingual services and contribute their expertise, such as suggesting different classes and taking the initiative to form different clubs. We realize that this campus is unique in its comprehensiveness, serving as a hub for the entire community. In particular, classes at Johnson include technology, culture workshops, yoga and tai chi taught by family members, as well as courses in three languages, English, Spanish, and Vietnamese. The campus also welcomes local youth clubs, offers meeting space for some youth and community-based organizations, houses several sports teams, and has recently fulfilled the community’s desire for a health clinic.

There are even more highlights! The campus has reciprocity with the local library: Teachers share print and digital resources, they intentionally build a joint collection in multiple languages with input from multiple stakeholders; consequently, the library offers afterschool homework help, tutoring, and enrichment programs. Some campus activities are only available to families or caregivers of children attending the schools to encourage and support their engagement. Other events are open to the public, including student performances, concerts, and a recently launched speaker series that focuses on topics families have requested in multiple languages: healthy nutrition, family literacy, digital citizenship, financial literacy, and language development.

You can see why community building is important for the Katherine Johnson campus—unfortunately, we don’t have space to elaborate on it in this book. However, we

wish to underscore that the campus serves as the heart of the community. The leadership's intention is for everyone to feel safe and welcome in their schools and surroundings. In addition, secondary students are encouraged to complete their service-learning requirements for graduation within the campus and community—for example, by mentoring students in younger grades or helping the elderly or homebound.

You might be wondering about the demographics of this vibrant community. The campus has close to 40% of its students receiving language support services. There are cotaught language development and content classes as well as a recently established two-way Spanish–English dual language program available to students. More than 15 other languages and cultures are sprinkled throughout the campus, and the multilingual hallways and classroom spaces are a testament to valuing the multiculturalism of the student body. Most importantly, the lived experiences of the students have been systematically embedded within the linguistically and culturally sustainable curriculum.

Let's hear from some educators at the Johnson campus who will share their experiences about an on-going initiative to make learning experiences more consistent, better coordinated, and more impactful for multilingual learners across the various programs.

Ms. Álvarez, the principal of the elementary school, offers the larger campuswide context to the *Collaborative Instructional Assessment Initiative* that is highlighted in the book's scenarios:



As a school community, we have been very intentional about introducing and systematically supporting this initiative to support our multilingual learners. As one of the pilot schools in the district, we have been participating in a three-year plan. Year 1 focused on collaborative planning and Year 2 on collaborative teaching (prioritizing coteaching but also being flexible to include coordinated or partnership teaching, consultative teaching, and language- and literacy-focused coaching). Now we are in Year 3, and while we continue to strengthen the previous two years' implementation goals, we are focusing on embedding collaborative assessment into curriculum and instruction.

Ms. Bentley, an early elementary grade team leader, reflects on the initiative:



I really appreciate how we have regularly scheduled coplanning time. In Year 1, it was a bit random at first, but by Year 2, we pretty much had it down. We have learned a lot: We share our beliefs about multilingualism and our resources, such as recommended articles, blogs, and books we find on early childhood education specific to multilingual learners. This year, all grade-level teams informally compare notes about their multilingual learners, exchanging their documentation of student growth toward meeting grade-level standards. To the extent feasible, we always include students in the process.



Mr. Pongrácz is a middle-school educator with multiple certification areas, elementary (with a middle school extension in English language arts), special education (K–8), and an endorsement in K–12 English language development:

As a seasoned educator, it was quite an adjustment for me to work more closely with the sixth-grade team. For many years, I was a middle-school self-contained special education teacher. Yes, I was one of those naysayers or fence-sitters—my colleagues teased me about this a lot, but they also listened to my concerns and took my suggestions seriously. Now it makes sense for all of us to work together to create more cohesion! Plus, I no longer feel that I need to know and do it all. . . . that's what colleagues are for . . . to share the responsibility for teaching our multilingual learners.



Mr. Ciano is the Grade 6 through 8 English language development teacher who travels from class to class:

This is what I love about this year: Previously, we had done a lot of work with curriculum mapping and aligning content standards to language and literacy development goals. We started this year by coming together to understand who our students are and what they can do, and we did this work from a whole new perspective. We are expected to examine and interpret data before we come to our weekly meetings! We bring student work samples as evidence of their progress, and we talk a lot about and with our students. We make sense of the data together as everybody sees what the students can do a bit differently.



Ms. Delva, a paraprofessional and bilingual family liaison, is striving to become a bilingual teacher:

I feel my input is welcome and appreciated this year more than in the past. I have been a para working in the district for several years. I am almost finished with my BA in early childhood education, and I am learning so much in the college classroom and even more from my colleagues at school. This initiative has helped me realize that I know a lot about the students and their families. I have been observing these students and connecting with them and their families using our shared languages (I am fluent both in Spanish and Haitian Creole). I have learned that I can offer unique and valuable insights into what the students are experiencing out of school or what they are feeling and thinking when they are lost or overwhelmed. I am also excited to serve as the school bilingual family liaison, which is something I have been doing informally but now it is official, and my families love it!

Mr. Attali takes pride in being a language development coach:



I am new to this role, and am very proud that the district established some new positions in pilot schools. I got selected after many years of serving in a range of capacities, including an ELD teaching assistant, bilingual teacher, and dual language educator. My responsibility is to take on a nonjudgmental, nonevaluative role in listening to challenges teachers face and facilitating collaborative processes to help them cogenerate possible solutions on behalf of their multilingual learners.

Ms. Young, the district technology coordinator, is constantly being challenged by her growing responsibilities:



My role has evolved over the years from offering simple tech support, mainly purchasing equipment and uploading or updating software, to creating a digital ecosystem for the campus. Since COVID, we have been issuing a Chromebook to each student and a laptop to every teacher with a range of programs that are incorporated into sustained in-house professional development. We feel that access to assistive technology as well as multilingual resources [and] translation and interpretation tools are critical for equity across the campus.

This year we have implemented a new data tracking system so teachers can share information about their students, collect and store evidence of student learning digitally, document student growth, and better communicate with caregivers and families. Our next challenge is to collaborate on a new policy to address generative AI (artificial intelligence) in the classroom, for the school, and beyond. We continue to learn about AI and expand technology in the district to stay current and pedagogically sound. I might be the district coordinator—however, I work with a team, and it really takes a combined effort to cocreate policy to move the campus forward.

You might have guessed—yes, there are many more members of the team at the Katherine Johnson complex! While we want to acknowledge all stakeholders, this short introduction through the voices of collaborating educators gives you a feel for the ongoing shift and sense of community that defines the campus. In each subsequent chapter, you will meet a different grade-level team so you can experience a cross-section of collaborative practices across the campus.



How Might This Book Guide You in Supporting Multilingual Learners?

Our hope is that by the time you complete this journey with us, you will have experienced professional affirmation and also will have developed a deeper understanding of how collaborative assessment can create pathways to success for multilingual learners as they interact with each other, other students, and teachers. We will have tackled issues related to assessment literacy and offered you templates for enhancing classroom assessment practices and cocreating assessment policy for multilingual learners. Whatever your position, we will have always tried to center multilingual learners throughout the collaborative instructional and assessment process (Gottlieb, 2022a).

You should not have to work in isolation. Instead, in reading this book, we would like you to envision how you can access strategies that establish or enhance student engagement and agency in collaborative assessment. As professional learning communities or communities of practice, we hope you will have opportunities to process the information, try out some of the protocols, and apply or adjust them to your own contexts.

Let's take a quick detour to Hazelwood School District north of St. Louis, Missouri, where Jessica Marty, coordinator of English Learner, Immigrant, and Migrant Education Services, has been leading a similar change in assessment practices for years:

In response to inconsistencies in grading practices for multilingual students, the Department of English Learner, Immigrant, and Migrant Education Services in Hazelwood School District embarked on what has become a transformative journey toward collaborative assessment within its coteaching initiative. Over the past six years, we have made significant strides toward shaping a comprehensive collaborative assessment framework. Collaborative grading now ensures that each student, in accordance with their individualized language plan (ILP), receives assignments and grades aligned with their English proficiency level, fostering an equitable learning experience.

From kindergarten to high school, technology-assisted collaborative assessment ensures timely feedback for both multilingual and non-multilingual students. This shift from disjointed practices to coassessment has not only resulted in more equitable grading but has also improved student performance on classroom assessments. Through in-the-moment conversations and shared grading efforts, coteachers facilitate meaningful collaboration, ensuring that assessments are not just a measure but a road map for success.

So, Are You Ready to Join Us?

Pack your bags and prepare for this trip with us as we explore the stops ahead! Whether you are traveling solo, bringing some of your colleagues along for a joint adventure, or recruiting your entire school community for this expedition, this journey will expand your horizon, take you to some more or less familiar territories, and offer some breathtaking views of the range of assessment approaches along the way. We're excited to invite you along with us as we proceed to our first stop of our journey, the collaborative instructional and assessment cycles. Together, in partnership, let's forge new pathways as we partake in our adventure.

