

Moreland University

M27U4A2 – Translanguaging Assessment Tool

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Summary – How the Assessment Tool Will be Used

This assessment is a paper assessment, not online. It is a summative assessment at the end of a unit. There will be three stages to the assessment.

The students are kindergarten age, aged 5 – 6. They are at a bilingual kindergarten in China. The school is following an IB curriculum and with a focus on developing English as a second language. Due to their age, the key focus is still on speaking and listening in their second stages. They are in the early stages of reading and writing in both languages.

They are all in the ‘speech emergence’, or early in the ‘intermediate fluency’ stage of language development, as described by Krashen and Terrell (1983).

Their first unit of inquiry for the academic year is on culture. In the ‘Finding Out’ stage of the inquiry, the class will briefly explore at least three different countries and aspects of their culture, based on student choices during the ‘Tuning In’ stage.

During the ‘Going Further’ stage, students will each work together with one of the class teachers to further explore one of the three countries, or a different one. They will make a final piece of project work of choice about the culture. Examples might be constructions of landmarks in the country or making models of the food.

Students will be presenting a country and its culture of their choice with the support of their project at the school's English speaking, Open Mic activity. They will present the culture more broadly but can refer to their project while doing so.

This assessment has three stages, incorporating this 'Open Mic', which students will be doing already. First, students introduce the culture using translanguaging as necessary. Next, they prepare for and complete their Open Mic performance, using only English. Finally, they listen to a peer's Open Mic performance, summarize it, ask a question and suggest something further that could be learnt, using translanguaging.

Throughout the unit, and during the course of assessment activities, following regular class agreements and expectations, students are using English as far as they can. This is important, as it allows them to have as much access to comprehensible input and practice at using English as possible to support with their development. Krashen (1982) for example emphasizes the relationship between volume of comprehensible input and language development Hanman, Beck and Donaldson (2018) that fixed language spaces do have their place – it is only in stages of the inquiry when English language is the pure objective, that the language space will be completely fixed, however in order to allow the practice opportunity, an English environment is encouraged and maintained by the teacher. Nevertheless, during discussions and exploration activities, throughout the unit, students can translanguage to support where necessary, allowing for full social learning and for students to draw on their full funds of knowledge (García, 2017; Hanman et al., 2018; Lopez, Guzman-Orth, & Turkan, 2017; Vygotsky, 1978) to enrich learning across all languages (Cummins, 1979, 1981).

Once students have completed their research and finished the creation of their project, the teacher will introduce the assessment activity and will then introduce and go through the marking rubric, which has been written using student friendly language.

There is a focus on growth mindset language in the assessment rubric, with "I can do it." And "I will be able to do it soon." as the two options, and "Progress" and "Area for Growth" the headings for the teacher feedback areas. This will be emphasized also as the assessment is being introduced to promote student open-mindedness and focus on growth and progress (Dweck, 2006).

The teacher will provide a model of an introduction of a culture, using one of the three the class studied originally. This will support in setting the expectations and inspiration for students.

Progressing through the assessment, for each stage, teachers will record student performance on a rubric and give personalized, specific feedback. The purpose of the rubric is to give clarity to students about what is expected and to give the assessment increased structure. Whitebread (2013) highlights the importance the benefits of rubrics. There is space underneath the rubrics for the teacher to write one to two sentences on areas of progress that students have shown during the assessment, and for an area of future development.

Following each stage of the assessment, the teacher will sit down with each student individually, go through the rubrics with them and discuss with the student together how it can be filled in, as well as writing the clear and specific feedback that students will be able to use to see what they should continue to do (their glows) and what they can work on (their grows). This makes the assessment meaningful, as outlined by Valdez-Pierce (n.d.). For example, in the first stage when students do their translinguaging introduction, feedback might be ‘Progress’ might be “Talking not too fast and not too slow, also not too loud and not too quiet”, and for ‘Area of Growth’ might be, “Practice looking at the audience when speaking.” The teacher feedback sentences will be related to the rubric to keep the assessment to the point.

New Research Strategies

- **Allow students to draw on their entire linguistic repertoires as part of the assessment.**

(García, 2017; Hamman, 2018; Hamman, et.al., 2018; Lopez et al., & Turkan, 2017)

Only in the second part of the assessment, when students are doing the English presentation, will English only be used. During the first presentation, preparing for the English presentation, in the third part of the assessment, when students interpret, ask questions and make suggestions regarding each other’s presentations, and during discussions throughout the unit and assessment, students are able to draw on their entire linguistic repertoires, with a focus on English.

- **Allow students opportunity for social interaction through translanguaging.**

(Hamman et al., 2018; Lopez et al., 2017; Vygotsky, 1978).

After students give their first presentation, there will be the option for questions and discussions. This is the case also for the final stage of the assessment also. Students will finally be able to have discussion as they prepare for their English presentations.

(Prior to the assessment, there will have been much opportunity for social interaction throughout the unit.)

IB Unit of Inquiry Central Idea

People understand and explore different cultures while understanding the world.

(Where we are in place and time)

IB Lines of Inquiry (for Unit of Inquiry)

- Different nations in the world.
- The exploring of different nations helps us to understand the local culture.
- Different points of view of different culture.

Subject Focus of Unit of Inquiry

Social Studies

Language

Assessment Goals

- All students are able to introduce orally, information about the culture of choice using a piece of project work they have done for the unit on culture. (No language specification. Translanguaging)

- All students are able to make ten English sentences on stage to introduce their chosen culture using their chosen piece of project work. (English)
- Students give summary of key points learnt in classmate's English assessment, ask their classmate one question, and suggest something further the classmate could explore (No language specification. Translanguaging)

IB Learner Profiles

Open-Minded

Knowledgeable

Principled

Inquirers

ACTFL World Readiness Standard

As a core overall objective of this unit, the importance of respecting and valuing different cultures will continually be discussed and explored with students.

Communication

Interpersonal Communication

- Students have interacted with their classmates and teachers throughout explorations in the unit. In the assessment itself, they will interact with their teachers as they plan the English-speaking presentation, and with their classmates as they listen to and interpret a partner's work in the last stage of the assessment.

Interpretive Communication

- Students interpret each other's work as the final stage of the assessment.

Presentational Communication

- Students are giving two presentations as part of the assessment.

Cultures

Relating Cultural Practices to Perspectives

Relating Cultural Products to Perspectives

- There will have been the opportunity to do both of these during the project work preparation and in the presentation, using English, while also translanguaging when necessary.

Connections

Making Connections

Acquiring Information and Diverse Perspectives

- There will be the opportunity for both throughout the unit.

Comparisons

Language Comparisons

- As students move from the first assessment, in which they have used translanguaging, to the second, which is in English, there will be the opportunity to make comparisons between the way ideas are expressed between the languages.

Throughout the explorations in the unit, students will also have been led to see how ideas being studied can be expressed in both languages (their home language of Mandarin Chinese, and English).

Language Comparisons

- As students study different cultures, they will be able to make comparisons with their own.

21st Century Skills

These are from the assessment itself.

Communication / Social Skills

Students will work together appropriately with a classmate in the final part of the assessment.

Flexibility

Students need to adapt their presentation from a possibly translanguage format to an English specific one.

Leadership

Students take the lead to teach others during their presentation on their chosen culture.

Critical Thinking

During their own presentation preparation, students apply critical thinking to add their own thoughts on top of facts and to answer questions.

They do too as they share they ask a relevant question and suggest something further to explore from a partners presentation.

ISTE Standards

Empowered Learner

Learning Goals

Customized Learning Environments.

- In the later stage of the unit of inquiry, as students have chosen their own culture to explore further, they have been able to set their own goals and lead their own project work.

Knowledge Constructor

Effective Research Strategies

Evaluate Information

Curate Information

- Throughout the project, students will have the opportunity to have research strategies modelled to them by the teacher and join the teacher as they become ready.
They will put information together and consider it to decide what they want to share during their presentations.

Innovative Designer

Design Process

Design Constraints

- Students will create their own piece of project work, which they are using for their introduction in the assessment here.

Creative Communicator

Communicate Complex Ideas

Customize the Message

- By the nature of the assessment, students are communicating what they have learnt.
They need to adjust for the audience – a group of classmates, followed by a bigger audience in a more formal communication in the Open Mic. They also adjust the language used from the first part of the assignment (translanguaging) to the Open Mic in the second part (English).

Global Collaborator

Global Connections

Local and Global Issues

Assessment Part 1: Use your piece of project work to introduce the country and culture.

Although the primary language of instruction is English, throughout the course of the unit of inquiry, some discussions and class activities have been led in the students' L1's of Mandarin Chinese, or bilingually.

Students themselves have been able to use translanguaging during discussions and activities.

As the final part of the project, students have made a final piece of project work. This may be a construction or an arts project, or a poster for example.

Students must use their piece of project work to introduce information about at least one area of the culture from.

- Food
- Festivals
- Activities
- Architecture

- Music and stories
- Clothes

Their introduction must include the following.

- At least three facts.
- At least two thoughts or concepts they have learnt.
- At least two questions regarding an aspect they would like to learn more about.

The introduction comes in the form of a presentation to a small group of classmates.

[Marking Rubric](#) found here.

Language Skills Assessed: [Speaking across languages](#).

Preparation for Assessment Part 2

With the support of the teacher, the students plan an English speech based on their original presentation.

During discussions and planning, students can translanguage.

Assessment Part 2: On stage Open Mic performance in English.

This is to the rest of the class and other students and staff from around school.

This must include at least ten sentences. It must also include.

- At least one fact.
- At least one personal thought or concept they have learnt.

- At least one question regarding an aspect they would like to learn more about.

[Marking Rubric](#) found here.

Language Skills Assessed: [Speaking in English](#).

Assessment Part 3

Students work in pairs arranged so that, if possible, students are working with a student exploring a different culture. Even if this is not possible in all cases, students can still work together with a classmate who has explored the same culture. They will still likely be presenting their own unique work and perspective, so it will be manageable.

Together, the students watch back the video recording of each of their Open Mic performances.

Following the watching of the classmate's video, each student gives a summary of the key points they learnt, ask at least one question, and suggest a possible area that could be explored further.

[Marking Rubric](#) found here.

Language Skills Assessed: [Listening in English, speaking across languages](#).

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