Collaborative Assessment for Multilingual Learners and Teachers

EDUSKILLS CONFERENCE

July 31, 2025

Dr. Andrea Honigsfeld
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Hungary

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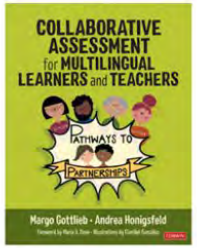
Collaboration and Coteaching



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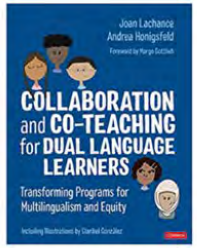

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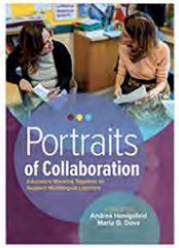

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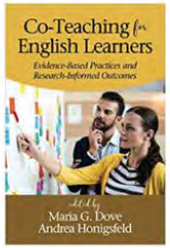

Oct 2020

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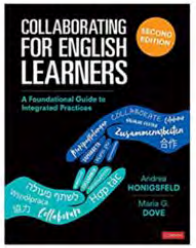
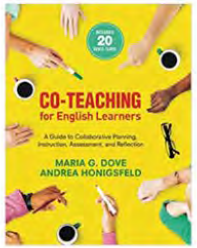
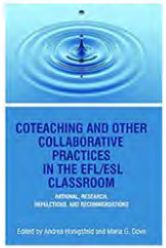


Feb 2019, 2nd Ed.



Oct 2017



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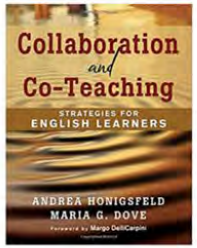

Aug 2010

Special Thanks to Dr. Margo Gottlieb

Overarching Goal:

To create more cohesive school communities for all learners

Art: Colleen Wilcox

Collaboration allows teachers to capture each other's fund of collective intelligence.

(Schmoker, 1999, p. 100)

Objectives:

to engage in critical reflections about teacher collaboration and co-assessment

to explore a tri-part approach to collaborative assessment

to enhance the implementation of **existing** collaborative practices that maximizes educators' **expertise.**

www.menti.com: 4730 3897

What do you need to be a successful collaborator?

Reporting link:

https://www.mentimeter.com/app/presentation/alzooqxdwai1xksmfn3hy8vfqjdyhmd9/edit?source=share-modal

Click to download as image

clear communication
listening skills
empowerment
admin support
intentionality
transparency
leadership support
be willing to collaborate
collective commitments
get tge support of the di
positive
administrator support
intentional planning
understanding of goals
willingness
share
planning
know your students
open mind
time and space
patience
encouragement
drive
clear guidance
know your colleagues
respect
humility
ability to reflect
open door
open-minded
help
mindset
resources
trust
patient
data
listening
take risks
growth mindset
systems
flexibility
energy
value
realistic goals
aligned vision
love
time
commitment
willing partner
relationships
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passion
consistency
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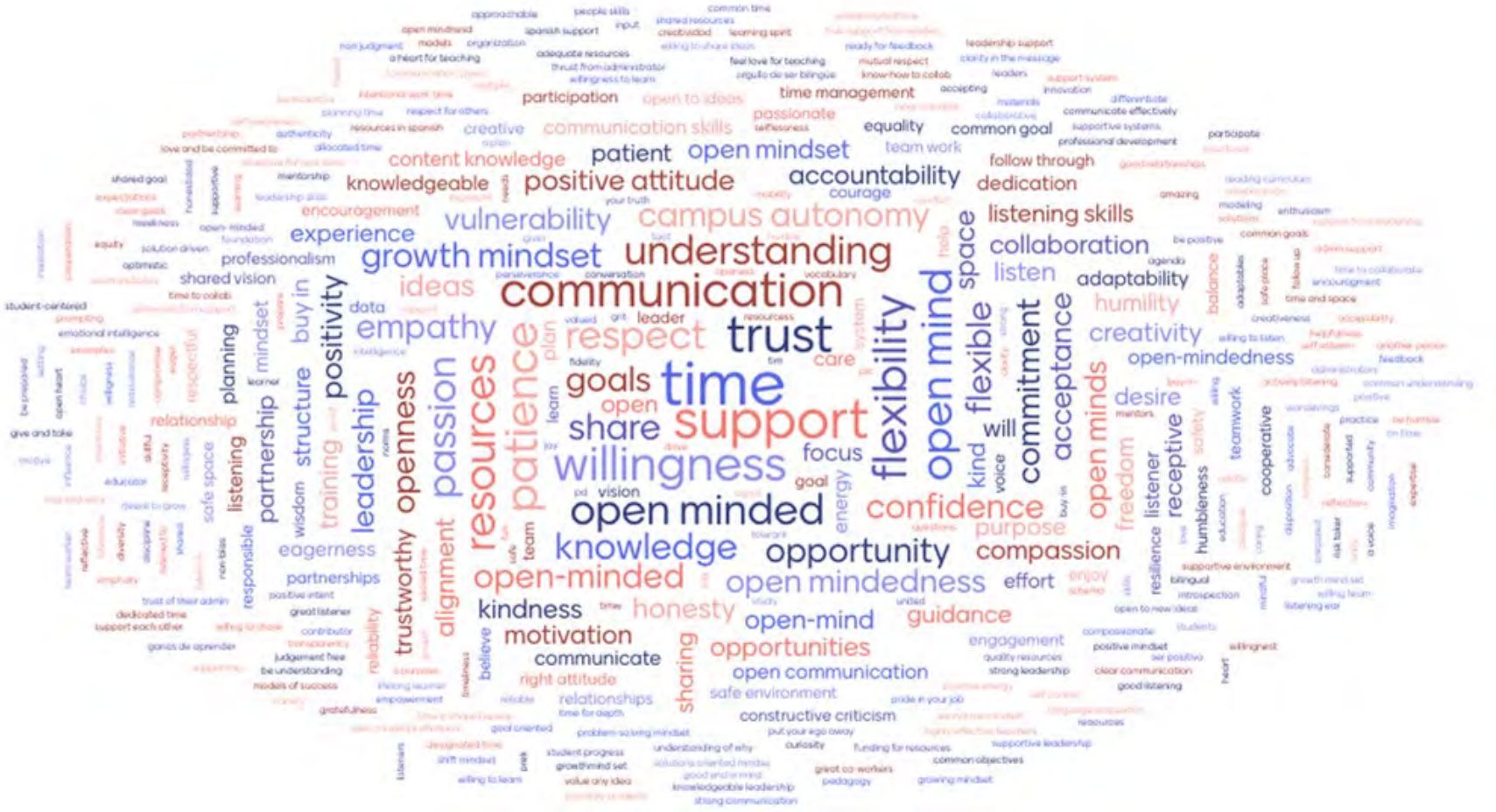
guidance
knowledge
openmindedness
coplanning
vision
effort
expertise
freedom
communication
support
desire
release time
mutual respect
grace
curiosity
priority
training
empathetic
shared time
empathy
structure
common goal
safe environment
affirmation
listen
vulnerability
time together
willingness to learn
supporter
smaller class size
goals
reflection
authentic
safe space
understanding
good listener
norms
team player
openness
less administrative work
structured time
open heart
confidence
try need to be brave
preparedness
shared expectations
planning time
shared vision
common planning time


communication
time
support
trust
open minded
willingness
open mind
flexibility
understanding
growth mindset
campus autonomy
positive attitude
open minds
resources
patience
passion
openness
empathy
respect
knowledge
opportunity
confidence
open-minded
open mindedness
vulnerability
accountability
patient
open mindset
content knowledge
communication skills
participation
time management
creativity
humility
open-mindedness
desire
collaboration
listening skills
adaptability
listen
acceptance
commitment
flexible
space
ideas
experience
professionalism
shared vision
positivity
buy in
mindset
planning
leadership
partnership
structure
training
wisdom
listening
safe space
relationship
respectful
goals
share
focus
kindness
honesty
motivation
communicate
opportunities
open communication
safe environment
constructive criticism
relationships
right attitude
open-mind
guidance
compassion
effort
enjoy
purpose
engagement
eagerness
partnerships
responsible
trustworthy
alignment
believe
sharing
reliability
dedication
follow through
team work
common goal
equality
passionate
creative
leader
data
care
will
kind
voice
goal
vision
energy
learn
plan
system
open
share
focus
teamwork
cooperative
receptive
listener
resilience
humbleness
freedom
safety
mentors
supportive environment
bilingual
introspection
open to new ideas
positive mindset
strong leadership
clear communication
good listening
quality resources
pride in your job
put your ego away
curiosity
funding for resources
supportive leadership
common objectives
great co-workers
pedagogy
growing mindset
knowledgeable leadership
strong communication
understanding of why
student progress
growth mind set
value any idea
willing to learn
problem-solving mindset
good orientation
time for depth
shift mindset
dedicated time
support each other
trust of their admin
great listener
positive intent
partnerships
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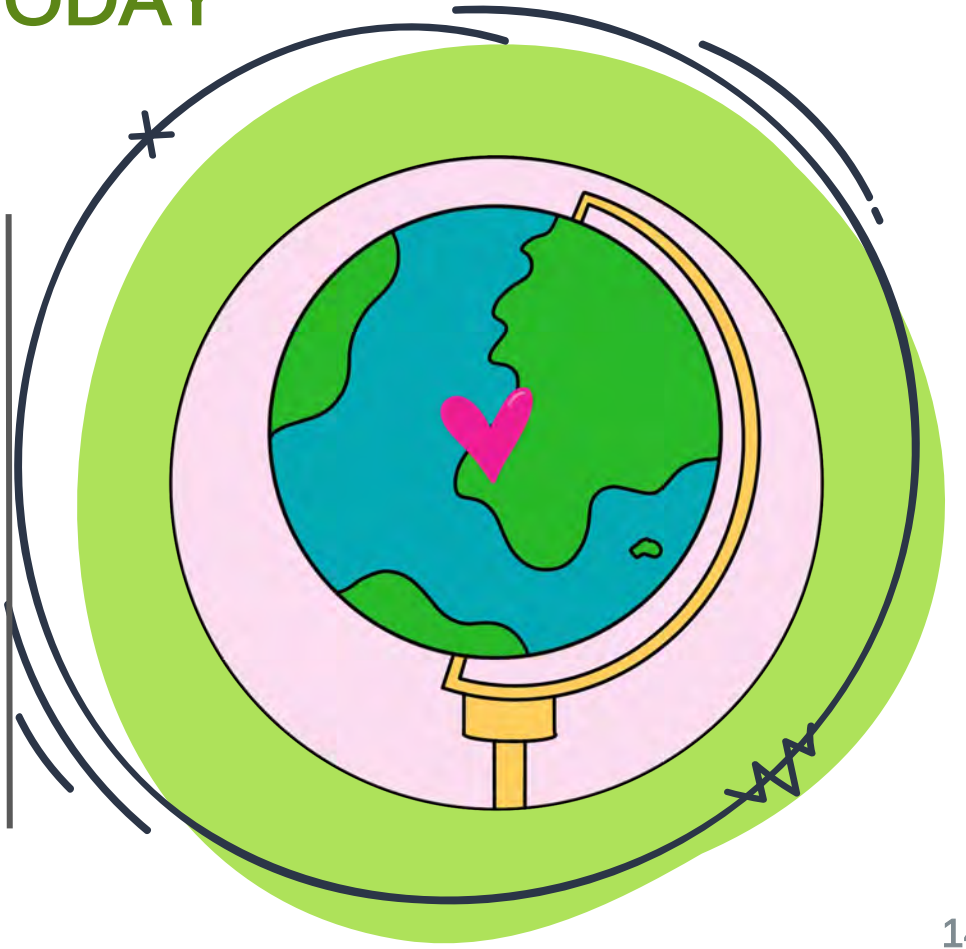
desire

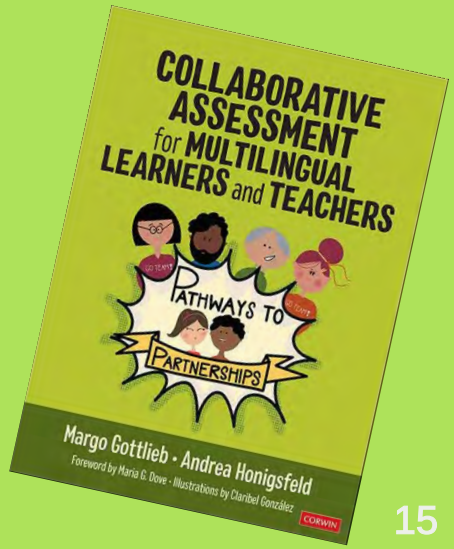
OUR ROAD MAP FOR TODAY

- **First stop:** Discuss pathways and opportunities to assess collaboratively.
- **Second stop:** Make discoveries about assessment tools that foster students' access to learning and interaction.
- **Third stop:** Co-construct strategies to enhance collaborative assessment through shared leadership



Art: Claribel González

Book Tour


COLLABORATIVE ASSESSMENT for MULTILINGUAL LEARNERS and TEACHERS
PATHWAYS TO PARTNERSHIPS
Margo Gottlieb • Andrea Honigsfeld
Foreword by Maria G. Dove • Illustrations by Claribel González
CORWIN

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https://companion.corwin.com/courses/take/CollaborativeAssessmentMLT/texts/58988529-overview

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.

pp. 8-9

THE KATHERINE JOHNSON CAMPUS
MIDDLE SCHOOL
HIGH SCHOOL
ELEMENTARY SCHOOL

p. 14

Figure 2.4 Example of a Collaborative Assessment Protocol

TASK, STANDARD, AND ACADEMIC LANGUAGE EXPECTATIONS	
Step 1: Describe the student, the task, standards, and the academic language focus (1–2 mins) • *Why did you select that particular student to focus on?* • *What strategies have you tried so far?* • *What are you hoping to get help with for this student?*	
STEP 2: Others ask clarifying questions about the student, task, WIDA English Language Development standards, and academic language (1–2 mins)	
STEP 3: Presenter shares evidence of student learning: things a student CAN DO at this time in relation to the standards and task along with things that student is challenged by (3 mins) *What evidence of the standards do you see in the student work?* • *At this time, the student is able to . . .* • *The student is not able to . . . YET*	
STEP 4: Partner/Others ask probing questions about the student; try hard to avoid suggestions (2 mins) • *What approaches have been the most impactful so far?* • *In your opinion, what is the most important challenge for the student for growing in this area?*	

(Continued)

pp. 23-24

Figure 2.10 Summary of Assessment Approaches With Associated Teacher Actions and Example Tools

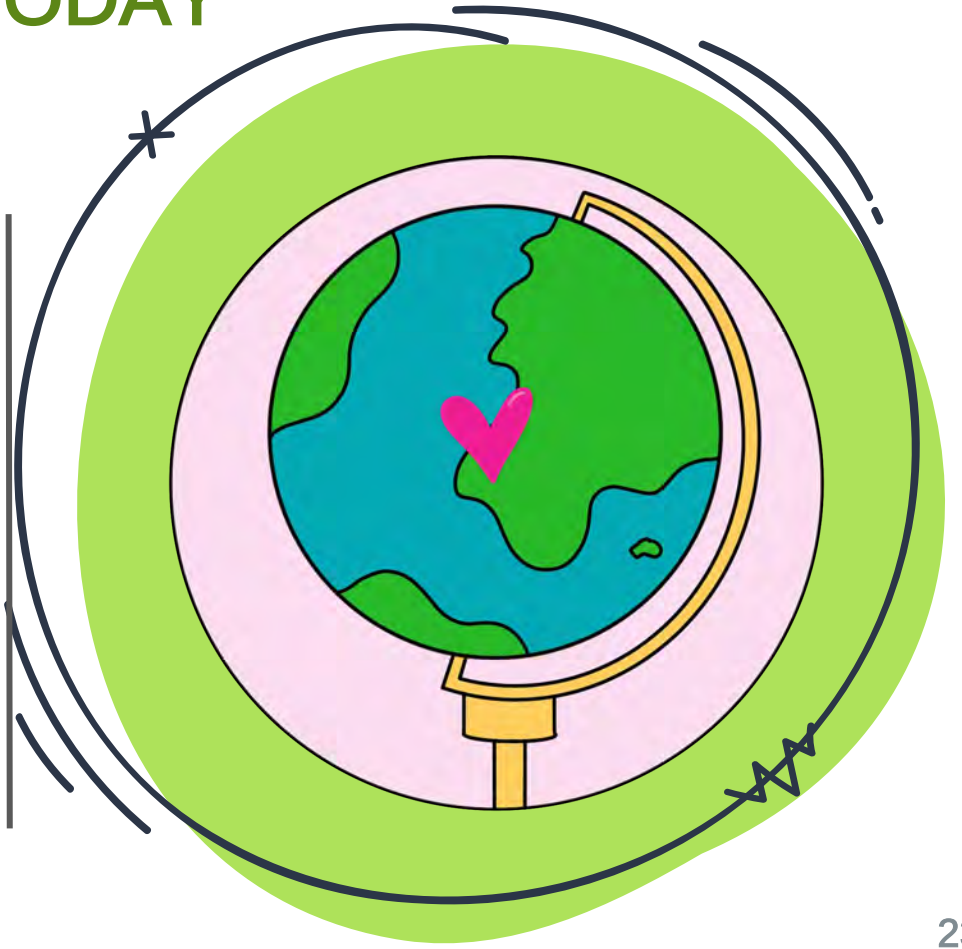
ASSESSMENT APPROACHES	COLLABORATIVE PRACTICES	EXAMPLE TOOLS
Assessment AS Learning	Inviting students to engage in self- and peer assessment Guiding students to self-monitor learning Encouraging students to take responsibility for their work and develop independence Helping students to document their growth and show evidence for learning Creating opportunities for peer feedback based on agreed-upon criteria for success Advancing students' learning by describing their own learning processes, strengths, and next steps	Utilized by students • Peer-editing checklists • Learning logs from different content areas • Interactive journals • Self-reflection tools
Assessment FOR Learning	Coconstructing success criteria with students carefully aligned to learning goals and targets Cocreating a menu of classroom assessment tasks that encourage student choice Determining assessment data collection methods within instruction Using data to give feedback to each other and plan/revise instruction	Utilized by students and teachers • Graphic organizers • Checklists • Templates for goal setting and criteria for success • Multimodal choices for showing evidence for learning • Action research with embedded reflection tools
Assessment OF Learning	Reviewing and updating student portraits with end-of-unit data Reviewing unit goals in relation to desired outcomes Considering the correspondence among standards, instruction, and assessment	Utilized by administrators and school leaders and teachers with input from students • Student score reports from annual and interim tests communicated to families and caregivers in multiple languages • Information in student portraits • Grade-level, school, and district rubrics (e.g., from common assessment) • School or district student portfolios with selected entries

p. 40

ON YOUR OWN…
Please find:
One Assessment Tool
One Authentic Example
One Recurring Feature
<u>One must see page!</u>

OUR ROAD MAP FOR TODAY

- **First stop:** Discuss pathways and opportunities to assess collaboratively.
- **Second stop:** Make discoveries about assessment tools that foster students' access to learning and interaction.
- **Third stop:** Co-construct strategies to enhance collaborative assessment through shared leadership



Art: Claribel González

1

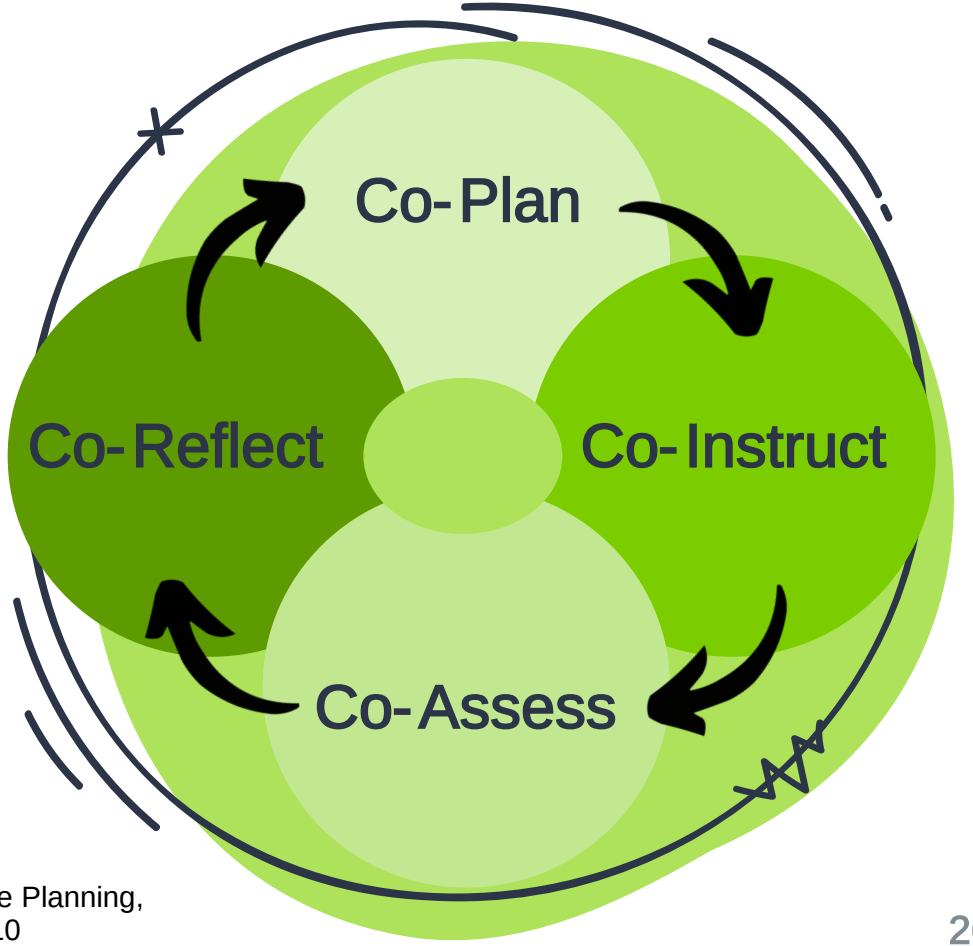
Pathways to collaboratively assess Learning

What should this look like in practice?

Which Common Co -Assessment Practices Resonate with you?

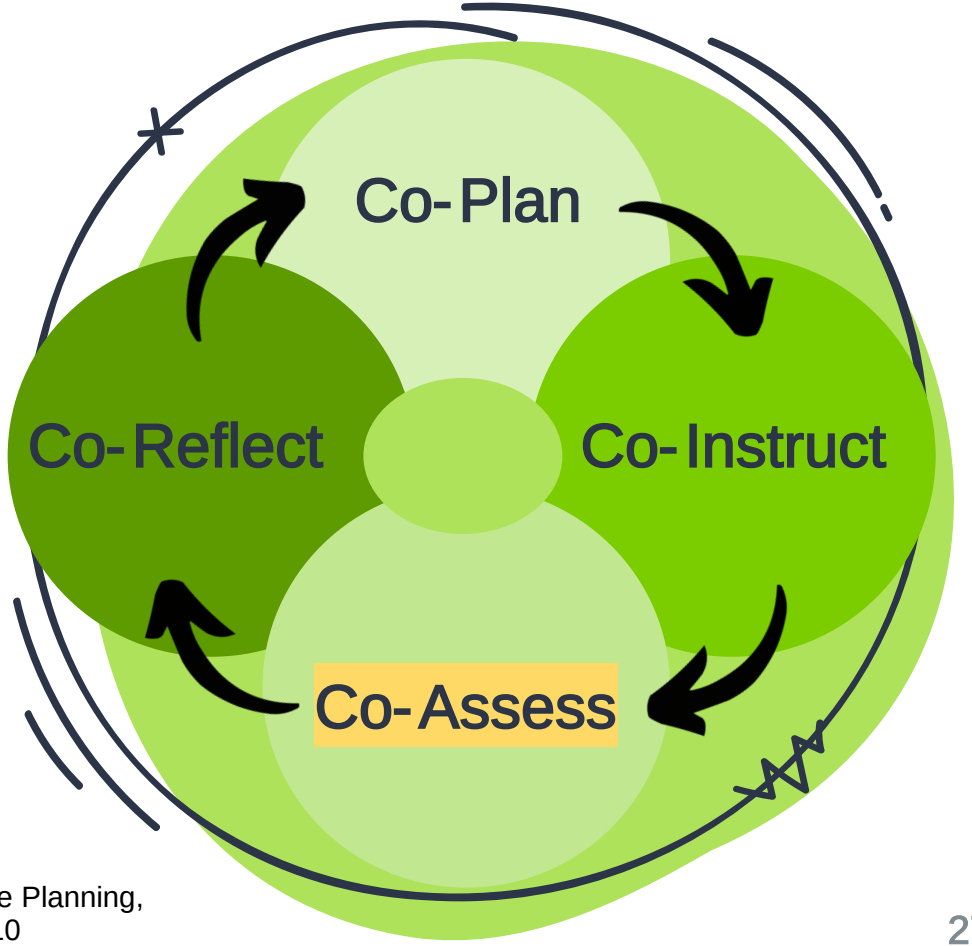
1. Co-create assessment tools
2. Co-monitor student progress
3. Co-examine evidence of student learning
4. Co-determine next steps

The essential components of the collaborative instructional cycle



From "*Co-Teaching for English Learners* - A Guide to Collaborative Planning, Instruction, Assessment and Reflection by Andrea Honigsfeld, p. 10

Where does co - assessment fit?



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WIDA

FOCUS BULLETIN

July 2020

COLLABORATION:
Working Together to Serve Multilingual Learners

Collaboration is one of the four Big Ideas of the WIDA English Language Development Standards, 2020 Edition.
These four Big Ideas anchor the standards and are interwoven throughout the document:

1. Equity for Multilingual Learners
2. Teach Language and Content Together
3. Functional Approach to Language
4. Collaboration Among Stakeholders

A new set of comprehensive resources will replace earlier standards-related publications from 2007 and 2012. Look for them soon at wida.wisc.edu/teach/standards/eld

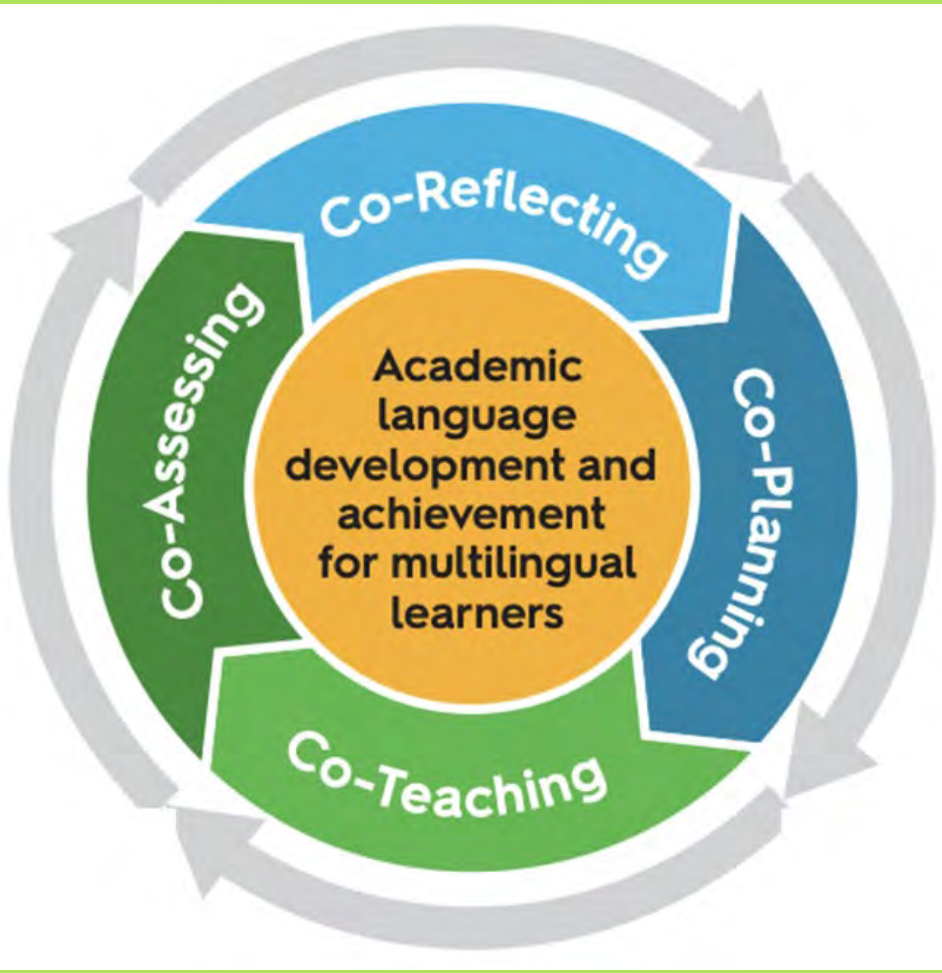
In an 8th grade English language arts class at Northwood Middle School, co-teachers Linda Kahn, Lisa Petitte, and Kristen Douglass engage in a highly integrated and collaborative approach to teaching. Through thoughtful planning and teamwork, this co-teaching triad is able to design direct instruction lessons that engage students and various learning structures. The teaching roles are shared throughout any given lesson, with Ms. Petitte leading an introduction and then all three teachers seamlessly working with smaller groups and reinforcing skills. As these teachers exchange eye contact, model conversations for students, and flexibly respond to student needs it resembles something like synchronized swimming: harmonious, fluid, and incredibly artistic.

(Lindsey Rose, ELD/Dual Language District Director, District 112, IL)

Why Collaborate?

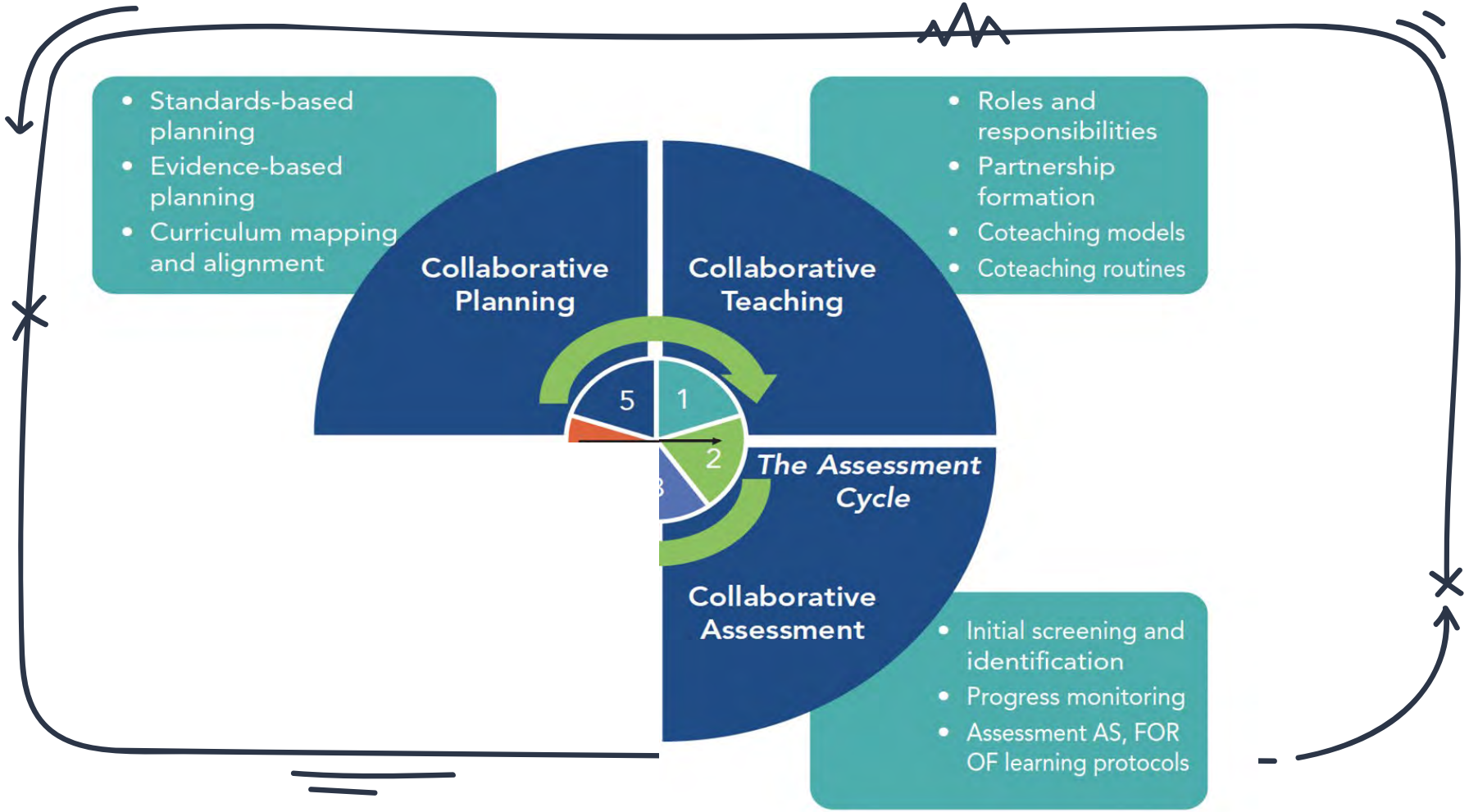
Today's schools are more diverse, culturally and linguistically, than ever before—and multilingualism is the new norm. In 21st century classrooms, English proficiency cannot be seen as a prerequisite to meaningful participation in the core curriculum; instead, language must be viewed as something that is developed in the process of learning, when students are supported and have access to the richest curriculum our schools have to offer. Therefore, all teachers need to share responsibility for both engaging all learners in the core curriculum and developing essential language skills. WIDA supports collaboration to serve multilingual learners by

1) integrating language and content learning, and
2) building on what students and teachers can do.



- Standards-based planning
- Evidence-based planning
- Curriculum mapping and alignment

Standards-based planning
Evidence-based planning
Curriculum mapping and alignment
Collaborative Planning
Collaborative Teaching
Roles and responsibilities
Partnership formation
Coteaching models
Coteaching routines
5
1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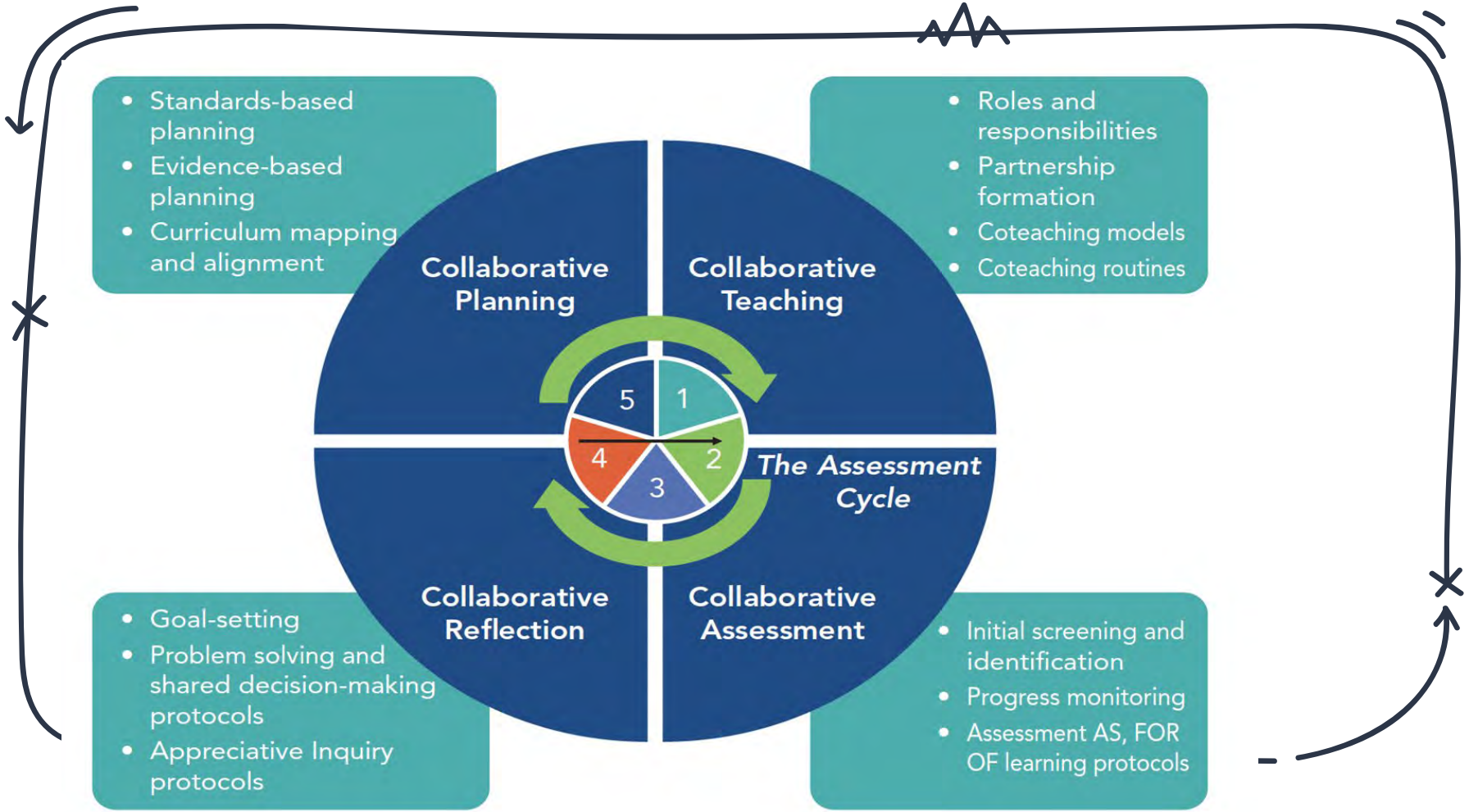
Collaborative Teaching
• Roles and responsibilities
• Partnership formation
• Coteaching models
• Coteaching routines
5
1
2
The Assessment Cycle
Collaborative Assessment
• Initial screening and identification
• Progress monitoring
• Assessment AS, FOR OF learning protocols


Standards-based planning
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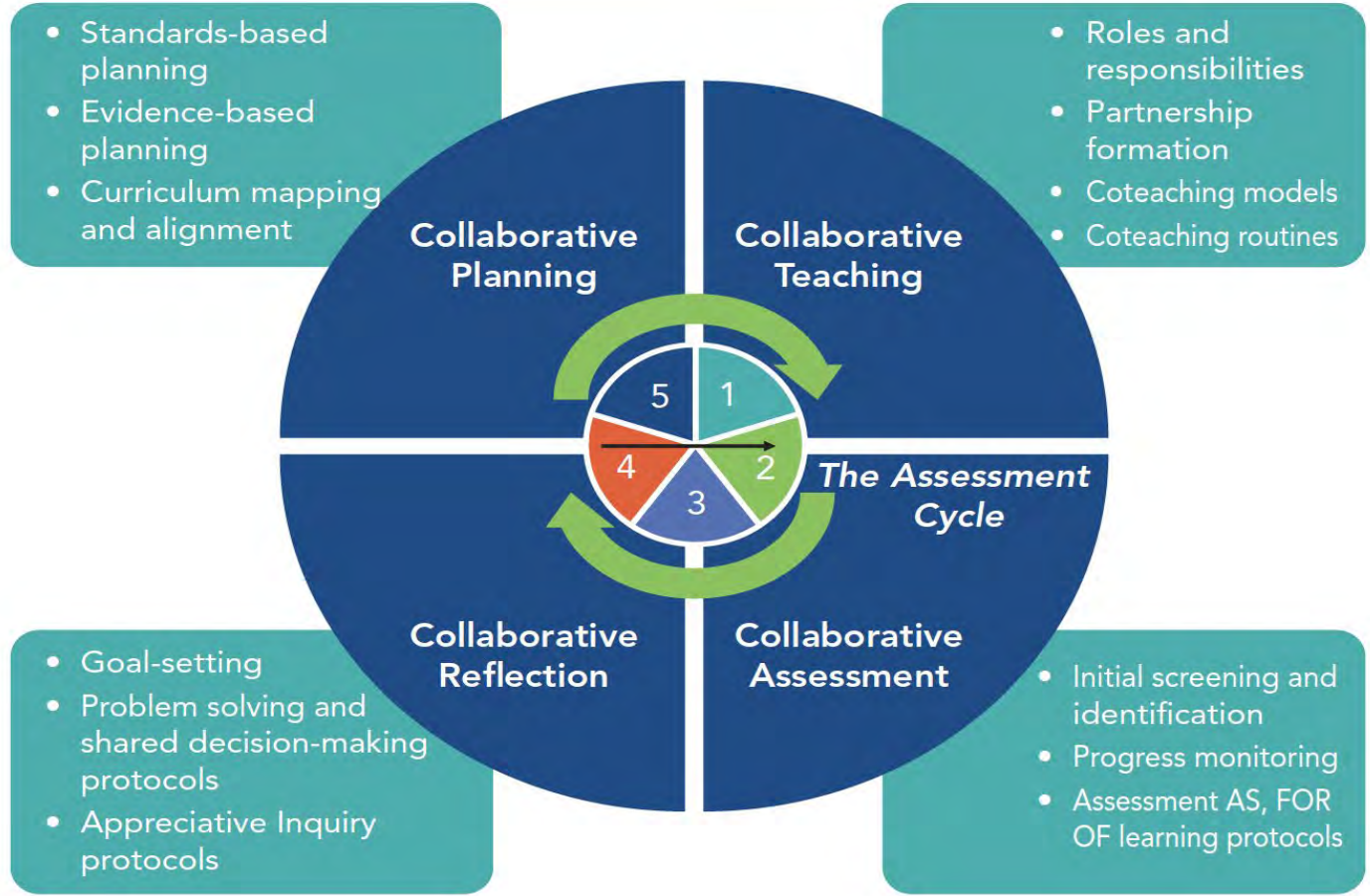
Roles and responsibilities
Partnership formation
Coteaching models
Coteaching routines
Collaborative Planning
Collaborative Teaching
5
1
4
2
3
The Assessment Cycle
Collaborative Reflection
Collaborative Assessment
Goal-setting
Problem solving and shared decision-making protocols
Appreciative Inquiry protocols
Initial screening and identification
Progress monitoring
Assessment AS, FOR OF learning protocols

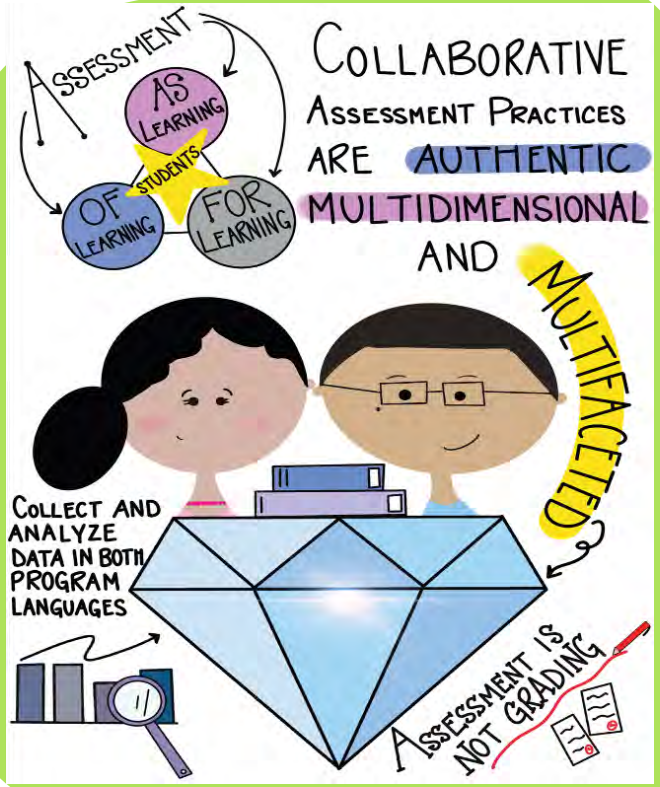
Figure 2.5 Integrating the Collaborative Instructional and Assessment Cycles



PHASE OF THE ASSESSMENT CYCLE
1. Planning (co)assessment
2. Collecting and organizing assessment information
3. Interpreting assessment information and providing feedback
4. Evaluating and reporting assessment information
5. Taking action based on assessment results

Figure 3.3 The Role of Students in Each Phase of the Collaborative Assessment Cycle

PHASE OF THE ASSESSMENT CYCLE	HOW CAN STUDENTS CONTRIBUTE?
1. Planning (co)assessment	
2. Collecting and organizing assessment information	
3. Interpreting assessment information and providing feedback	
4. Evaluating and reporting assessment information	
5. Taking action based on assessment results	



Pathways to Collaborative Assessment

When and With Whom A
How can we collaborat

when

- ➔ **During the school day**, throughout the classroom instructional cycle
- ➔ **During collaborative planning** for lessons and units, as well as quarterly and annual strategic planning sessions
- ➔ **During own prep times using technology** to meaningfully enhance communication
- ➔ **During** _____

With whom

- → **With professional learning communities** (PLCs)
- → **With families and students** during parent–teacher, student–teacher, and student–student conferences and conversations
- → **With each other** as an integral part of school-based professional development
- → **With** _____

HOW

STEPS IN INITIAL DATA COLLECTION AND ANALYSIS
1. Collect evidence for student learning based on agreed-upon learning targets
2. Organize data and prepare for collaborative discussions
3. Identify patterns in student learning
4. Align student needs and interests to upcoming unit goals

Figure 2.1 An Evidence-Based Coassessment Planning Protocol

STEPS IN INITIAL DATA COLLECTION AND ANALYSIS	KEY QUESTIONS TO ASK OURSELVES
1. Collect evidence for student learning based on agreed-upon learning targets	• How are we assessing both content attainment and language development of our multilingual learners?
2. Organize data and prepare for collaborative discussions	• How do we know that our students are successful?
3. Identify patterns in student learning	• What trends are emerging for different groups of students?
4. Align student needs and interests to upcoming unit goals	• How do we coplan to ensure all students are growing and making progress? • Have we attended to our students' characteristics, including their languages, cultures, and experiences?

HOW

2 assessment tools that f students' access to lea and Interaction

What should this look like in practice?

www.menti.com: 8257 3499

What types of assessment tools do you use with multilingual learners?

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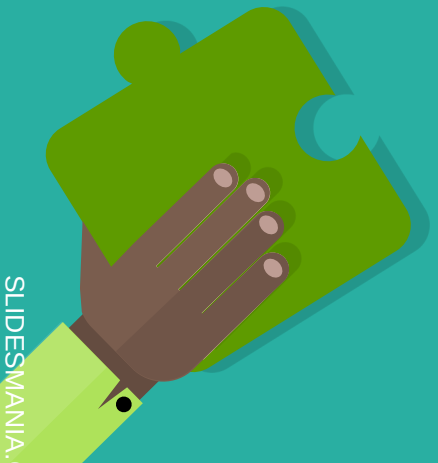
Assessment *for*, *as* and *of* learning



SLIDESMANIA.

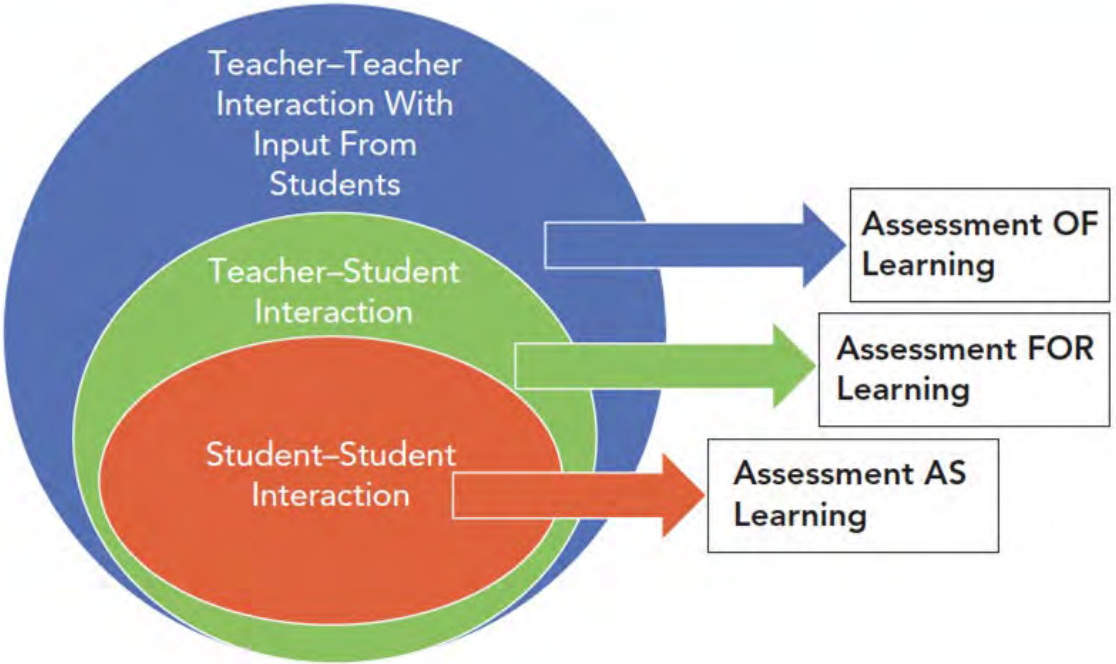
RETHINKING CLASSROOM ASSESSMENT IN COLLABORAT

Assessment AS Learning

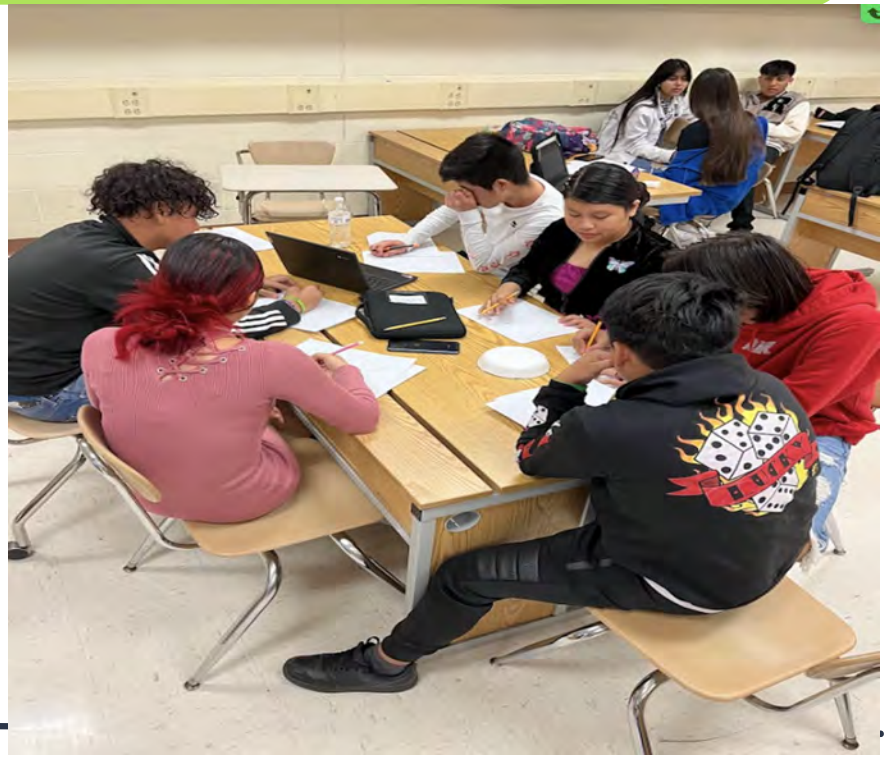
Assessment FOR Learning

Assessment OF Learning

Figure 6.8 A Collaborative System of Relationships Across Assessment AS, FOR, and OF Learning



ASSESSMENT AS LEARNING



ASSESSMENT FOR LEARNING

ASSESSMENT OF LEARNING

What is Currently your most common approach to collaborative assessment?

Assessment AS Learning

A

Assessment FOR Learning

B

Assessment OF Learning

C

Which approach Would You Like to Engage in Mo

Assessment AS Learning

A

Assessment FOR Learning

B

Assessment OF Learning

C

3 Reconstructing strategie for collaborative assess through shared Leader

What should this look like in practice?

CHÚNG TA LÀ MỘT ĐỘI.
NOU SE YON EKIP.
NOSOTROS SOMOS UN EQUIPO.
GO TEAM!
GO TEAM!
GO TEAM!

I am an Assessment Lea
Because…

www.menti.com : 5515 4499

What does shared leadership for collaborative assessment look like, sound like, feel like?

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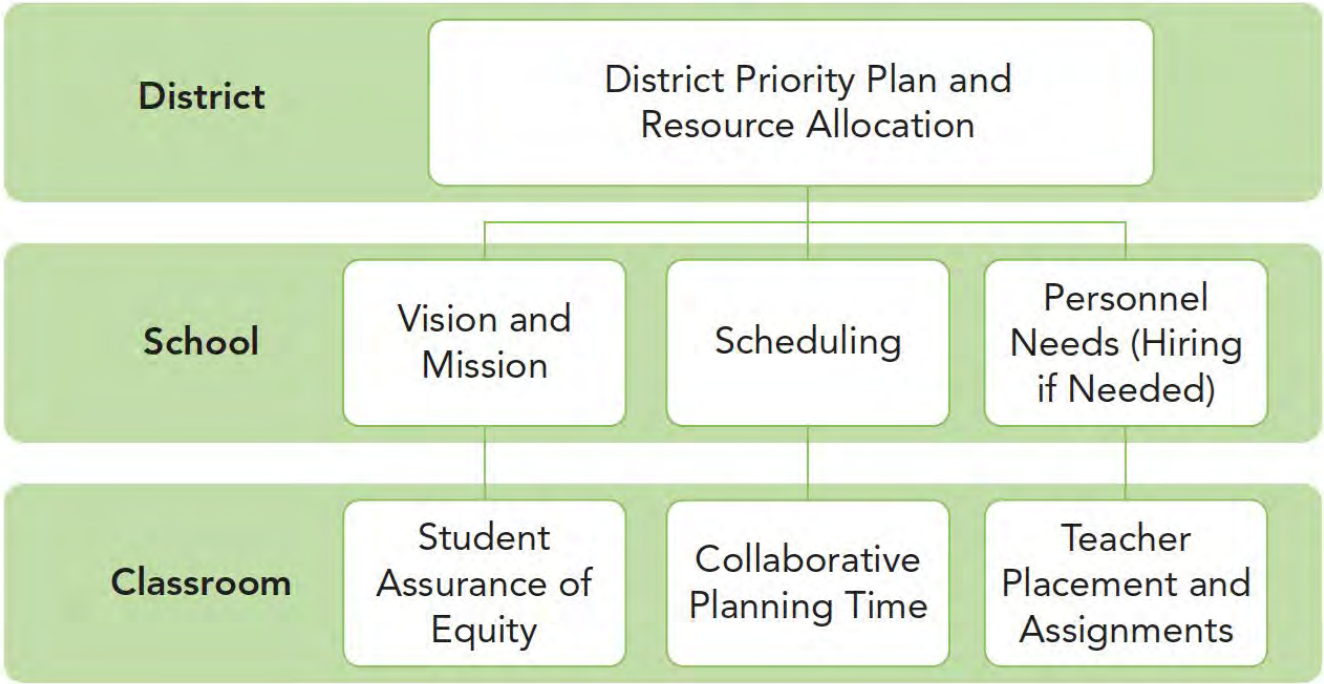
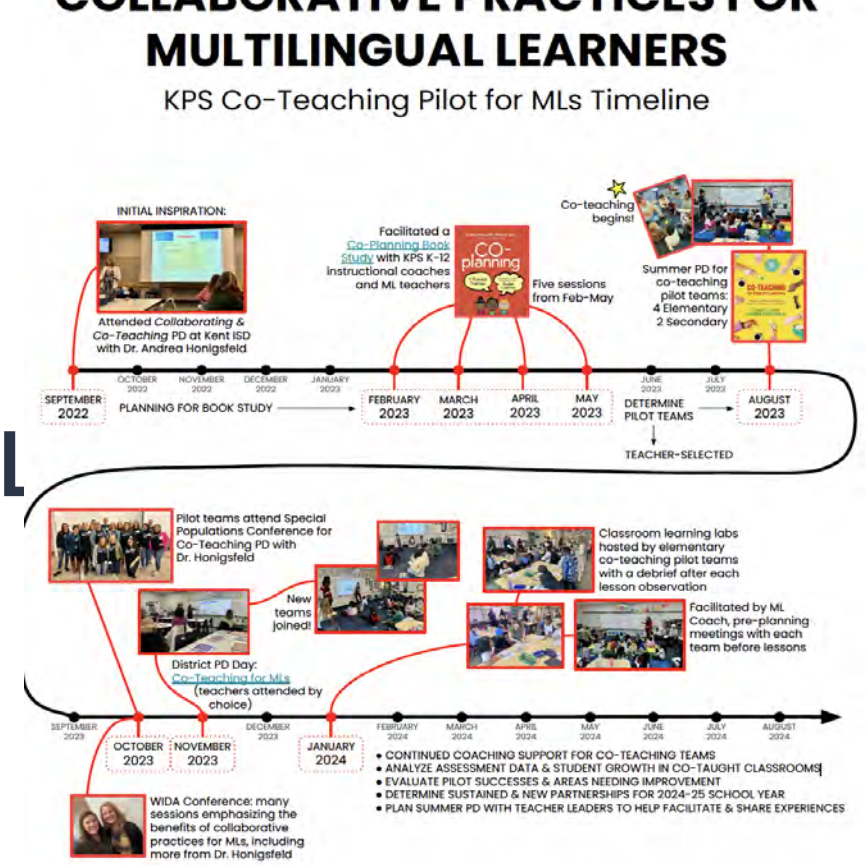
Collaborative Assessment is a T

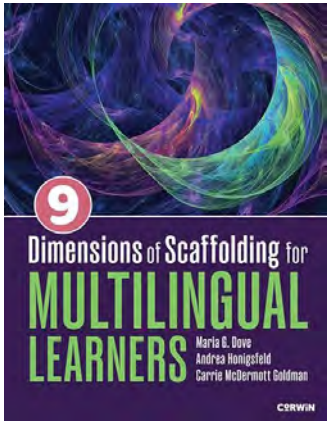
Figure 2.2 A Sample Priority Map for Establishing and Sustaining Collaboration Across Levels of Implementation

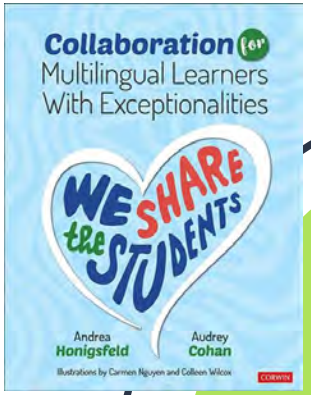


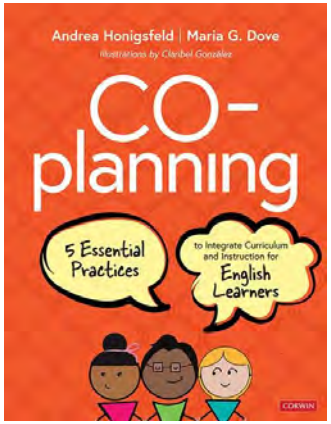
DISTRICT EXAMPL

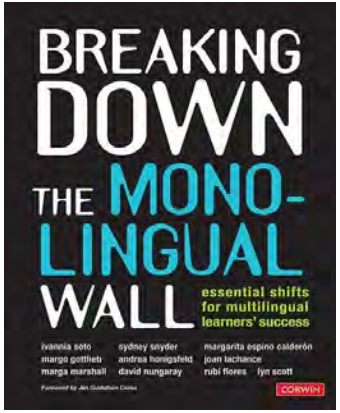


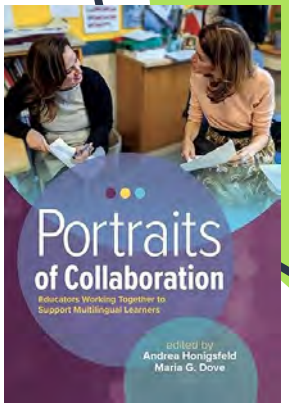
KENTWOOD PUBLIC SCHOOLS





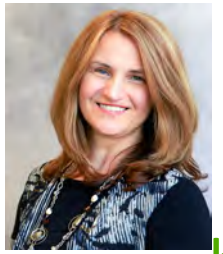






RAFFLE LATER

Thank you!



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