Multilingual Assessment: Conceptualizations and Pathways

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Outline

1. Assessment: some ground-clearing

2. Notions of multilingual assessment

3. Multilingual assessment in the Global South: initiatives

4. Developing a profile of multilingual assessment in the Global South

5. Reported effects/benefits of multilingual assessment
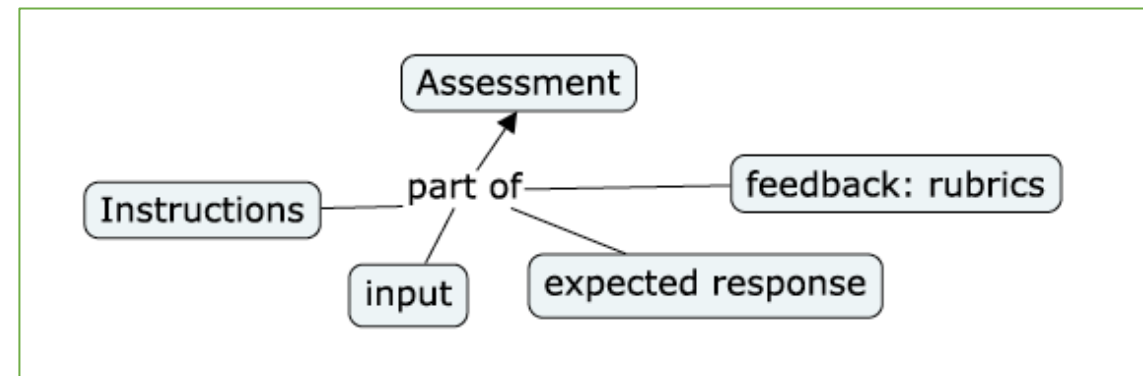
6. Some pathways

1. Assessment: Ground-clearing
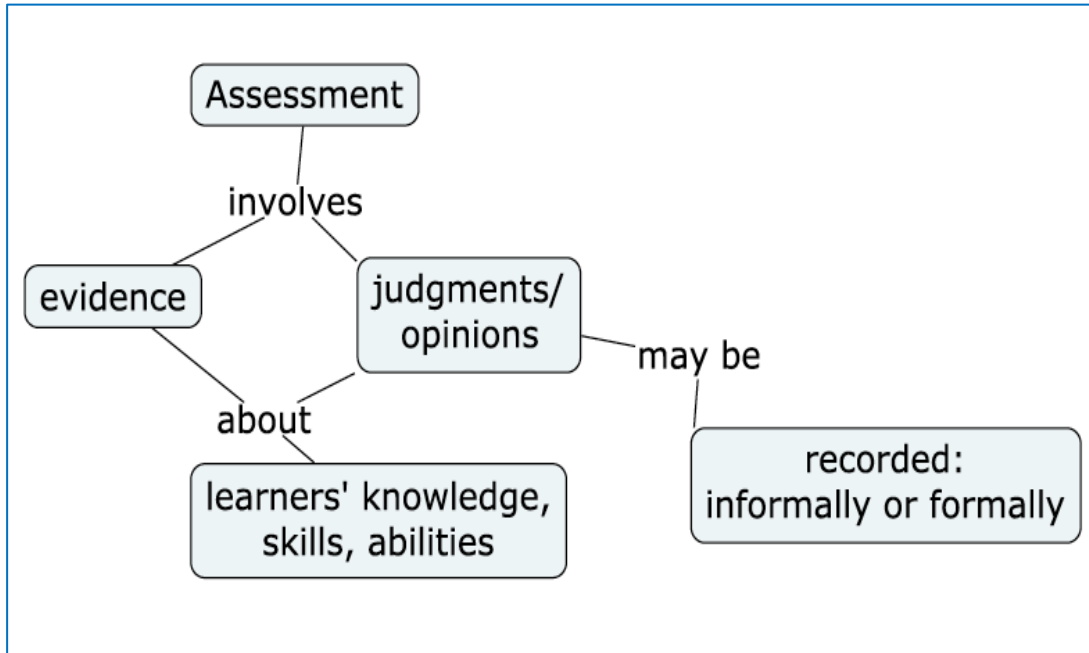
Tsagari, Vogt, Froehlich et al. Handbook of Assessment for Language Teachers.
www.taleproject.eu)
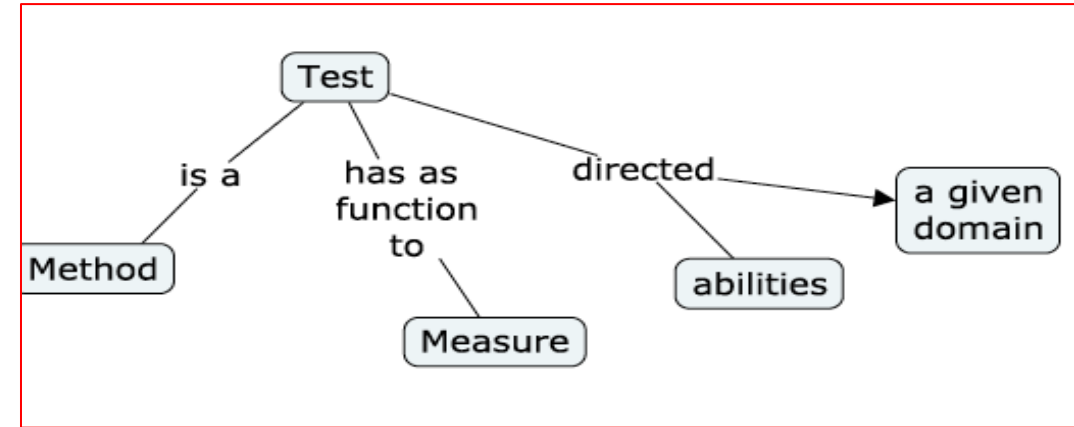
(Brown 2003: 3)

(QUIZ)

Try this **quiz** about these parts of assessment tasks.

Look at items 1 to 9 below. These are parts of three different assessment tasks. One task assesses **speaking**, the second **reading** and the third, **writing** skills. Can you identify the **instructions**, the **input** and the examples of the **expected response** for each task? Circle your answer.

1 Describe the picture. You have 10 minutes to write your answer.

Instructions
Input
Expected response

2 Read the text and answer the questions below (5 minutes).

Instructions
Input
Expected response

3 Why was the man digging in his garden?
A. He was trying to find treasure. ☐
B. He wanted to plant some bushes and flowers. ☐
C. He was planning to create a pool of water. ☑

Instructions
Input
Expected response

4 · wake up
· come to school
· have lunch

Instructions
Input
Expected response

5 A: *What time do you have lunch?*
B: *I have lunch at one o'clock. How about you?*

Instructions
Input
Expected response

6 Work with a partner. Ask and answer what time you usually do these things on weekdays.

Instructions
Input
Expected response

7 _____
Some children are planting a tree.

Instructions
Input
Expected response

8 In 2007, a man known only as Andreas K. from Austria was digging in his backyard to make a small pond. While digging, the lucky man found a 650 year-old treasure that included more than 200 rings, belt buckles, gold-plated silver plates and other pieces

Instructions
Input
Expected response

9

Instructions
Input
Expected response
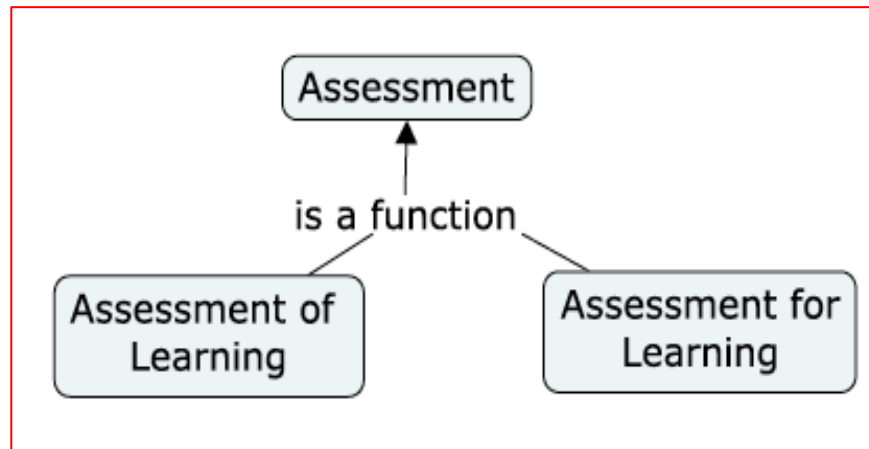
Cheng & Fox (2017), Joughin (2009)
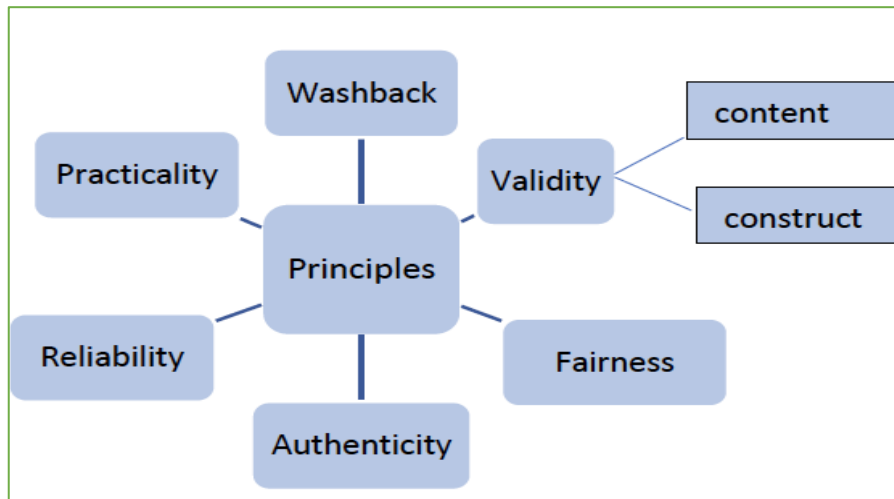
Cheng & Fox (2017))

- An increasingly social orientation (Shohamy 2011)

- Interest in multilingual assessment is consistent with this shift

- But what exactly does multilingual assessment (or related terminology) mean?

Dendrinos (2019): 'Despite the 'multilingual turn' in (language) education,' a common discourse of testing and assessment is yet to be developed. 'There is inadequate substantial dialogue between researchers resulting in multilingual testing and assessment being a fragmented and somewhat incohesive disciplinary area'

2. Notions of multilingual assessment

4) Construct: Attitude

1) Construct: Plurilingual ability

Multilingual assessment

3) Construct: Subject knowledge

2) Construct: Target language being learned

Seed (2020)

Multilingual assessment and its scholarly communities

Language education

Subject/ content areas

Multi-lingualism

Testing & measure-ment
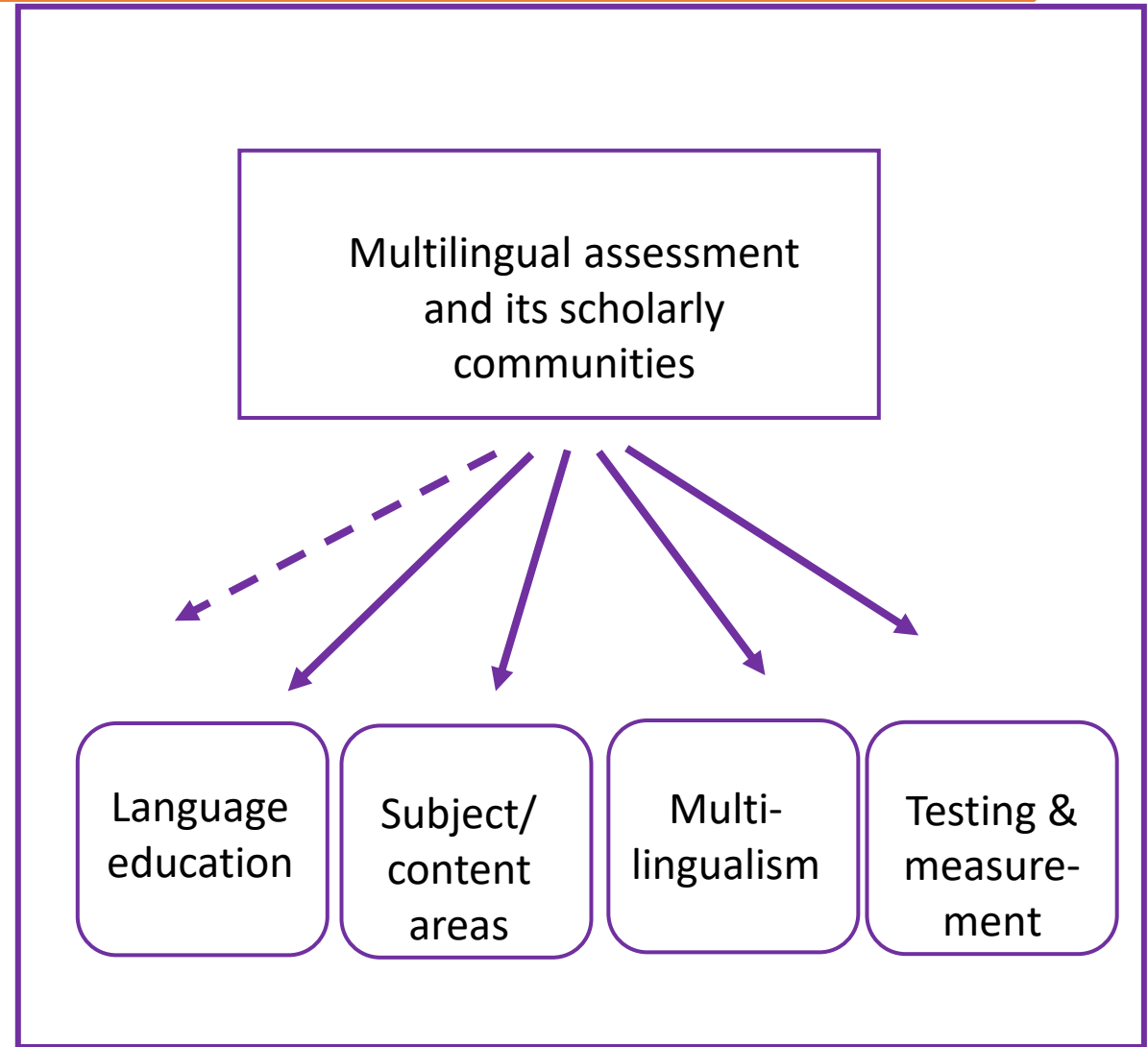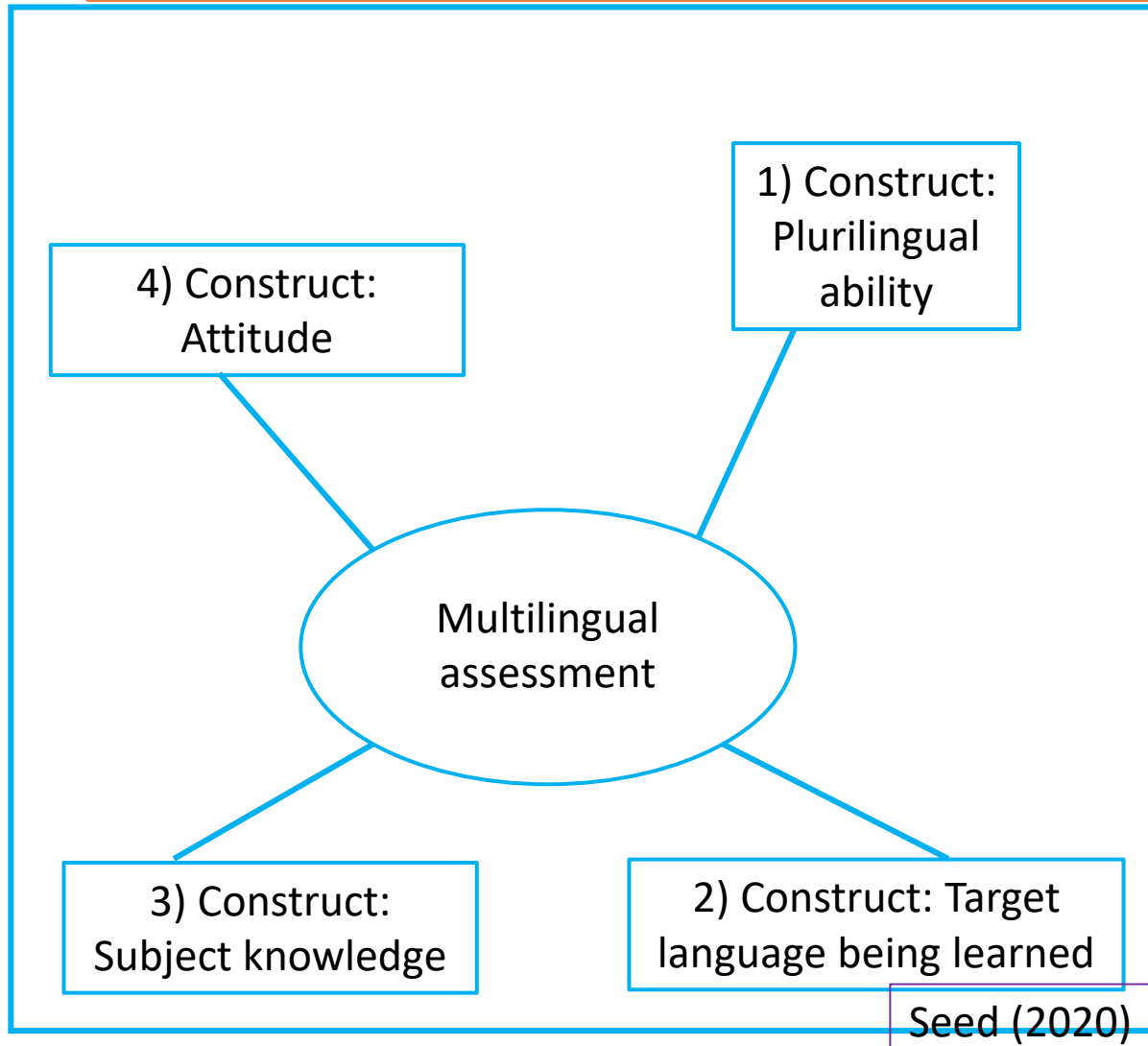
Re: i), Assessing plurilingual ability

Table 3: Example descriptors of cross-linguistic mediation from the CEFR Companion Volume (adapted from Council of Europe 2020:108, 111, 202)

Descriptor	Scale in which descriptor is found	CEFR level
Can provide a simple, rough, spoken translation into (Language B) of short, simple everyday texts (e.g. brochure entries, notices, instructions, letters or emails) written in (Language A).	Mediation – translating a written text in speech	A2+
Can summarise in (Language B) the main points made during a conversation in (Language A) on a subject of personal or current interest, provided that the speakers articulated clearly in standard language.	Mediation – processing text in speech	B1
Can relay in writing in (Language B) the relevant point(s) contained in an article (written in Language A) from an academic or professional journal.	Mediation – relaying specific information in writing	B2

Re: ii), Assessing target language being learned
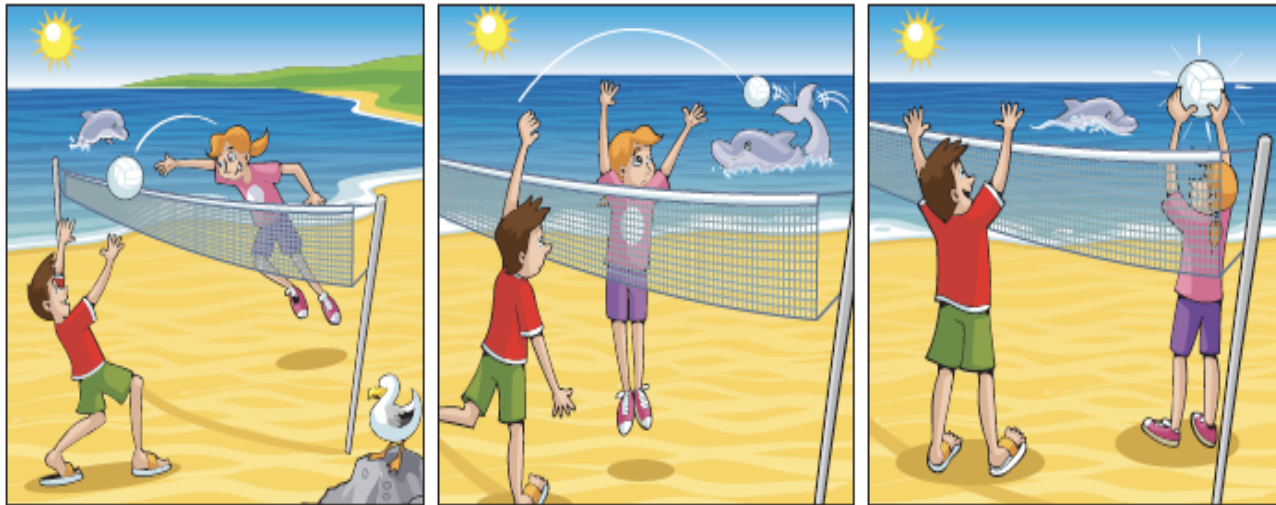
Score	Criteria
5	• Response describes a progression of events which are explicitly connected to each other **and** • Response is based on all three pictures **and** • Minimal effort is required on the part of the reader to make sense of the response

One day, Sam and Mary play basketball. They are very happy. Suddenly, basketball in the ocean. one haitun help they catch the besketball

'It is clear that the candidate did not know the English word for 'dolphin' and rather than not displaying any communicative ability at all, uses their plurilingual competence by transliterating the Chinese word 海豚 into the word haitun. It is of course wrong and not an English word, but succeeds in at least making the message complete. The assessment criteria, mindful of the test's target candidature and purpose, is not focused on accuracy of vocabulary but on communicative message, and therefore does not penalise'.

Seed & Holland 2020

Re: iii), content

Three mice

iimpuku ezintathu

One mouse

impuku enye

How many mice are there?

Zingaphi iimpuku eziphaya?

Re: iv), attitude

Candelier, M. (coordinator) 2012. A Framework of Reference for Pluralistic Approaches to and Cultures. Competences and Resources. Strasbourg: Council of Europe

'Competence in making sense of unfamiliar linguistic and/or cultural features, refusing to accept (communicative or learning) failure, using all the resources available, especially those based on intercomprehension (cf. in the skills S 5 Can use knowledge and skills already mastered in one language in activities of °comprehension / production° in another language / S 5.1 Can construct °a set of hypotheses / a "hypothetical grammar"° about affinities or differences between languages)

K 3.6	Knows that because of his/her plurilingual and pluricultural competence, a person who speaks another language possesses a particular status in communication
K 3.6.1	Knows that a person who possesses partial knowledge of a language may have difficulty in communication and that he/she °may need to / should be helped to° ensure better communication
S 5	Can use knowledge and skills already mastered in one language in activities of °comprehension / production° in another language

3. Multilingual assessment in the Global South: initiatives

Informal assessment: Nigeria

- Informal/dynamic assessment:

Teacher: What are the examples of drugs that are being abused?
Students: (No answer)
Teacher: Ko menene sunayen wa'yannan kwayoyin? (Hausa for: So what are the names of hard drugs you know?)
Student 3: Wiwi (Hausa for: Hemp)
Teacher: Daidai, tabar wiwi (Hausa for: Correct. Indian hemp)
Student 4: Cocaine

Source: M. Bassi (forthcoming)

Formal assessment: India

Marathi and Telugu will be added first in the JEE Main. The maximum number of applications is from Maharashtra followed by Andhra Pradesh and Telangana.

Following the steps of the National Eligibility cum Entrance Test (NEET), the government will the Joint Entrance Examination (JEE) Mains in different regional languages. As per a release, the Ministry of Human Resource Development has been consulting with the National Testing Agency (NTA), the JEE Main conducting body.

However, the MHRD will give preference to the regional languages of the states which have more number of applications in the last five years. According to the survey conducted by NTA, Marathi and Telugu will be added first in the JEE Main exam.1.1 lakh applications were received from Maharashtra for the 2019 exam followed by Telangana and Andhra Pradesh.

Demand for Inclusion of Punjabi in JEE Mains

Kharar MLA Kanwar Sandhu has asked State Higher Education Minister Tript Rajinder Singh Bajwa to take up with the Centre to include Punjabi in the list of regional languages in the JEE Mains.

The MLA has urged HRD to include the Punjabi language in the list of regional languages in which the JEE Main test is conducted.   https://www.collegedekho.com/news/jee-main-exam-regional-languages-decision-17837/

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1. In an experiment four quantities a, b, c and d are measured with percentage error 1%, 2%, 3% and 4% respectively. Quantity P is calculated as follows:

$$P = \frac{a^3 b^2}{cd}$$

% error in P is:
(1)   14%
(2)   10%
(3)   7%
(4)   4%

2. The velocity of a projectile at the initial point A is $(2\hat{i} + 3\hat{j})$ m/s. It's velocity (in m/s) at point B is:
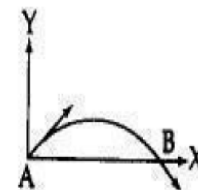
(1) $-2\hat{i} - 3\hat{j}$
(2) $-2\hat{i} + 3\hat{j}$
(3) $2\hat{i} - 3\hat{j}$
(4) $2\hat{i} + 3\hat{j}$

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1. किसी प्रयोग में चार राशियों a, b, c तथा d के मापन (नापने) में क्रमशः 1%, 2%, 3% तथा 4% की त्रुटि होती है। एक राशि P का मान निम्नलिखित रूप से परिकलित किया जाता है:

$$P = \frac{a^3 b^2}{cd}$$

तो, P के मापन में प्रतिशत (%) त्रुटि होगी:
(1)   14%
(2)   10%
(3)   7%
(4)   4%

2. किसी प्रक्षेप्य का प्रारंभिक बिन्दु A पर वेग $(2\hat{i} + 3\hat{j})$ m/s है, तो इसका बिन्दु B पर वेग (m/s में) होगा:
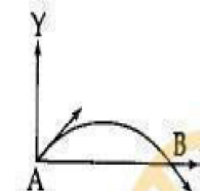
(1) $-2\hat{i} - 3\hat{j}$
(2) $-2\hat{i} + 3\hat{j}$
(3) $2\hat{i} - 3\hat{j}$
(4) $2\hat{i} + 3\hat{j}$

Extract from National Eligibility Cum Entrance Test (NEET)
https://admission.aglasem.com/neet-ug-2013-question-paper-sets/ .

Formal assessment: South Africa

LANGUAGE CHOICE IN WRITING PREPATORY EXAMINATIONS

If a learner selects IsiXhosa/Sesotho as a preferred Language to write Preparatory Examinations with, the learner must write the full paper in the same language. Learners will not be allowed to straddle between languages such as writing one question in IsiXhosa and the next in English. After reading questions in both languages the learner MUST choose 1 language he/she will use during the exam.

MARKING OF ANSWER SCRIPTS

District Curriculum may draft a plan to guide schools on marking the scripts in bilingual examinations in the selected subjects. If a teacher in a school is unable to mark a particular subject in a particular language, the district together with neighboring schools may arrange for such marking and moderation of such answer scripts. The credibility of the examination process must be ensured by Districts.

QUESTION 1

1.1 Solve for x:

1.1.1 $2x^2 + x - 3 = 0$ (3)

1.1.2 $x(7x+2) = 1$ (correct to TWO decimal places) (4)

1.1.3 $-x^2 - x + 2 \leq 0$ (4)

1.1.4 $2^x + 2^{2-x} = \dfrac{17}{2}$ (5)

1.2 Given:
- $(x-2)^2 + y^2 = 25$ is an equation of a circle
- $x + 3 - 3y = 0$ is an equation of a straight line
- The graphs of the circle and line intersect at the points A and B

Determine, showing ALL necessary calculations, the coordinates of points A and B. (6)

1.3 Show that the roots of the equation $(x+m)(x+n) = 3p^2$ are real for all values of m, n and p. (4)

UMBUZO 1

1.1 Solva u x:

1.1.1 $2x^2 + x - 3 = 0$ (3)

1.1.2 $x(7x+2) = 1$ (lungisa iye kwiindawo eziMBINI zedesimal) (4)

1.1.3 $-x^2 - x + 2 \leq 0$ (4)

1.1.4 $2^x + 2^{2-x} = \dfrac{17}{2}$ (5)

1.2 Unikwe:
- $(x-2)^2 + y^2 = 25$ yi-ikhweyzhini yesekile
- $x + 3 - 3y = 0$ yi-ikhweyzhini yomgca ostreyti nee
- Iigrafu zesekile nomgca zi-intasektha kupoynti A no B

Fumana (Determine) ubonise zonke iikhalthuleyshini eziyimfuneko, iikhoodineythi zepoynti A no B. (6)

1.3 Bonisa ukuba iingcambu zeikhweyzhini $(x+m)(x+n) = 3p^2$ ziyinyani (are real) kwiivelyu zika m, n and p. (4)

Assessment rubric in India: Odia-English

Levels	Task Achievement and Organization (ନିର୍ଦ୍ଦେଶାନୁସାରେ ବୌଣସି ଦିଆଯାଇଥିବା topic ଉପରେ ସଠିକ ଭାବରେ ଲେଖା ପୂରା କରିବାର କ୍ଷମତା)	Sentence Formation and Vocabulary (ବାକ୍ୟ ଏବଂ ଶବ୍ଦ ବ୍ୟବହାର କରିବାର କ୍ଷମତା)	Mechanics (ability to spell correctly, use capitalization and dictionary) (ସ୍ପେଲିଂ, କ୍ୟାପିଟାଲ ଲେଟର, ଡିକ୍ସନାରୀ ବ୍ୟବହାର କରିବାର କ୍ଷମତା)
B1 (Good)	He/she can: ➢ applications, formal letters, post cards, short news reports, etc. ଲେଖିଲା ବେଳେ ଦୁଇଯାଇଥିବା format follow କରିପାରନ୍ତି ➢ ଯିଡ଼ି ବି ଲେଖିବାକୁ ଦେଲେ teacherଙ୍କର ଅତି ଦେଖୀ support ବିନା complete କରିପାରନ୍ତି ➢ ଜଣାଶୁଣା ବିଷୟ ଉପରେ paragraphs ଲେଖିପାରନ୍ତି ➢ post cards, very short news reports and letters ଲେଖିପାରନ୍ତି ➢ କେତେ କ୍ଷେତ୍ରରେ information and ideas ଠିକ ଭାବରେ ସଜାଡ଼ି ବା organized manner ରେ present କରିପାରନ୍ତି ➢ ଯଦି teacherଙ୍କ ସହ ନିଜର writing discuss karanti and ତାଙ୍କର advice follow karanti, ତାହେଲେ ଭଲ ଲେଖ ପାରନ୍ତି	He/she can: ➢ past, present and futureର ଘଟଣା ଉପରେ simple and short sentences ଲେଖ ପାରନ୍ତି ➢ ଲେଖିଲା ବେଳେ singular and plural forms ଭିତରେ difference କୁ sentenceରେ ଠିକ ଭାବରେ use କରିପାରନ୍ତି ➢ 'and' and 'but' ଭଳି words କୁ ଆରାମରେ use କରିପାରନ୍ତି sentenceରେ ➢ ଲେଖିଲା ବେଳେ ଲେଖିଲା ବେଳେ proper vocabulary use କରିପାରନ୍ତି ➢ 'on', 'in', 'over', 'under', 'outside', 'inside', etc. ଭଳି prepositions କୁ sentenceରେ use କରିପାରନ୍ତି ➢ ସିଏ ଯଦି books and newspapersରେ ବ୍ୟବହାର ହେଉଥିବା sentences କୁ closely ନିରୀକ୍ଷଣ କରନ୍ତି, ତାହେଲେ writing improve କରିପାରିବେ	He/she can: ➢ ପ୍ରାୟ simple wordsର correct spelling ଜାଣନ୍ତି ➢ capital letter ଯୋଉ ଜାଗାରେ necessary, ସେଠି ବିନା problemରେ use କରିପାରନ୍ତି ➢ proper ଜାଗାରେ full stop କୁ confidently use କରିପାରନ୍ତି and comma କୁ ଜିଦ୍ଧ ଜ୍ୟାଗରେ properly use କରିପାରନ୍ତି ➢ ଦରକାର ବେଳେ support ପାଇଁ dictionary use କରିବା ଜାଣନ୍ତି ➢ ନିଜର spelling or capital letter related mistakes କୁ ବୁଝି ପାରନ୍ତି

Mahapatra (2018)

INSTRUCTIONS/ INSTRUKSIES/ IMIYALELO

A. **ANSWER ANY TWO OF THE FOLLOWING FOUR ESSAY QUESTIONS. ANSWER BOTH SECTIONS (a) AND (b) OF EACH QUESTION. EACH ESSAY SHOULD BE NO LESS THAN 2 PAGES LONG. READ EACH QUESTION CAREFULLY, AND REMEMBER TO NUMBER YOUR ANSWERS CORRECTLY.**

BEANTWOORD ENIGE TWEE VAN DIE VOLGENDE OPSTEL VRAE. BEIDE (a) EN (b) VAN DIE VRAAG WAT JY KIES MOET BEANTWOORD WORD. BEIDE JOU OPSTELLE MOET TEN MINSTE TWEE BLADSY LANK WEES. NOMMER JOU ANTWOORDE EN LEES ELKE VRAAG MET AANDAG VOOR JY DIT BEANTWOORD.

PHENDULA IMIBUZO IBEMIBINI KULE MIBUZO MINE IKWELI PHEPHA. PHENDULA AMACANDELO AMABINI KUMBUZO NGANYE (A) AND (B). UMBUZO NGAMNYE FUNEKA UNGABI NGAPHANTSI KWAMAPHEPHA AMABINI UBUDE. FUNDA UMBUZO NGAMNYE DE UCACELWE, KHUMBULA UKUBA KUMELE UWUNOMBOLE UMSEBENZI WAKHO.
[…]

a) Define globalization and describe its main characteristics. Then, name four globalization-related factors which are affecting contemporary multilingualism.

Translation in isiXhosa: Nika inkcazelo ye-globalization kunye nengcaciso yempawu zayo. Emva koko xela imeko zibene ezichaphazela ukusetyenziswa kwelimi ezininzi kutshanje.

Translation in Afrikaans: Gee n definisie vir globalisering en beskryf die hoof kenmerke van globalisering. Verskaf ook vier faktore verwant aan globalisering wat contemporary veeltaligheid beïnvloed.

Antia, Weldemichael & Dyers (2021)

SAMPLE MULTILINGUAL ANSWER SCRIPT

In some documents such as for registration are written in English but Xhosa and Afrikaans are also used. Kwiindawo zoncedo ngemisebenzi yesikolo apha e-Uwc ezifana ne-Writing centre, uyakwazi ukucela umntu onokucecisela ngolwimi lwakho ngalonto kuthethwa ngayo.

THE UNIVERSITY OF THE WESTERN CAPE
LANGUAGE POLICY

Preamble:

The University of the Western Cape is a multilingual university, alert to its African and international context. It is committed to helping nurture the cultural diversity of South Africa and build an equitable and dynamic society. This language policy relates to one aspect of that commitment. It attempts to guide institutional language practice so that it furthers equity, social development, and a respect for our multilingual heritage.

Language of Teaching, Learning and Assessment:

The languages of teaching, learning and assessment will be discussed under the following headings:

- Language(s) used in lectures, tutorials and practicals
- Language(s) used in the setting of tasks/assignments/examinations
- Language(s) used/allowed in the writing of assignments/examinations
- Language(s) in which text material is available
- Language(s) students use in their self-directed learning processes and activities

Language used in lectures, tutorials and practicals:

Lectures, tutorials and practicals for any module will be delivered in the language formally approved by the Faculty concerned. If lecturers are competent users of other languages, they are encouraged to use these languages in addition to the main language of teaching, if such a practice facilitates communication or discussion.

Languages used in the setting of tasks, assignments, tests and examinations:

Regarding the languages used in the setting of tasks, assignments, tests and examinations, English, Afrikaans and Xhosa should be used wherever it is practicable to do so.

Languages used in writing tasks, assignments, tests and examinations:

Unless otherwise negotiated between a student or a class and a lecturer, the language in which tasks, assignments, tests and examinations should be completed shall be English.

4. Developing a profile of multilingual assessment in the Global South

4.1 Rationale

- Issues of social justice:
  - performance disparities,
  - unequal access to life chances,
  - fairness,
  - upward mobility.

- In South Africa (one of the world's most unequal societies) '66.7% of white matrics [end of high school examination candidates] passed well enough to study towards a degree at university'. On the other hand, just 23.8% of black matrics were eligible for university admission (Equal Education 2015, cited in Antia 2017).
- "The DoBE [Department of Basic Education] ensures that the examination system is fair and accessible to all learners. One way to achieve this objective would be to ensure that the language used in the question papers does not serve as a barrier to learners achieving their full potential. [..T]he current practice ... favours candidates that are English or Afrikaans speaking, since question papers are only provided in English and Afrikaans (DoBE 2009: 8).

4.2 Language vs. content

- Slant towards content
  - Proof of concept studies, advocacy on the topic, appraisal (Heugh et al 2017; Nkomo 2017; Alidou et al 2006; Antia 2016, 2017, 2021; Antia & Dyers 2019; Kelleghan & Greaney 1992, 2003; Jansen 2014)

  - Agitation/Litigation over assessments not being delivered in multilingual format. In the case, RAM RATAN & ORS. V. UNION OF INDIA & ORS, two different groups of plaintiffs prayed for cancellation of their respective qualifying/selection tests for appointment to positions in the Indian Railways because "the question paper for examination was not made bilingual as required by the letter of the Railway Board dated 8.7.1992; "that the question paper was not bilingual; that it was only in Hindi"

    (https://www.casemine.com/judgement/in/56b4957a607dba348f012f66)

File picture

'Language a barrier to exam success'

By Saarah Surve ⏱ Jan 10, 2017

Cape Town - Pupils forced to write their matric exams in languages other than their mother tongue are put at a distinct disadvantage, leading to lower scores on their papers, according to UWC's linguistics department head.

Professor Bassey Antia said the Department of Basic Education (DBE) should invest in more teachers, moderators and invigilators who speak African languages in order to administer examinations across more diverse languages than just English and Afrikaans.

https://www.iol.co.za/news/south-africa/western-cape/language-a-barrier-to-exam-success-7370423

4.3 Language ideologies

Ubuntu: 'a heuristic to theorise infinite relations of dependency between languages and literacies and how this system reflects a cultural competence upon which literacy practices need to be anchored' (Makalela 2016)

'I grew up in a beautifully multilingual world, moving naturally and spontaneously between people and languages, unconcerned by any boundaries and infringement. I did not have to bother about my own inadequacies in the languages I encountered, nor did I have to count the languages I knew or did not know. Levels of my competence in languages around me did not have to be judged. The binaries between knowing or not knowing the language and the borders between them did not matter. What mattered is that I could move between the languages without any self-consciousness, and at the same time, with a sense of transient completeness' (Mohanty 2018)

- In its application especially to especially content assessment, this conceptualisation of language use not primarily about so-called L1
- It's about a third space, the in-between and hybrid spaces, which in formal education is often between local and colonial languages (Antia 2021, 2017).
- It's about a resource orientation to language in multilingual assessment (Ruiz 1984; Hult & Hornberger 2016)
  - "the question paper for examination was not made bilingual as required by the letter of the Railway Board dated 8.7.1992; "that the question paper was not bilingual; that it was only in Hindi"
  - "Sometimes I didn't understand the instructions in English but with the Afrikaans translations as well, I understood the instructions more clearly ";
  - "...when I am struggling to understand a certain word in English I can read the word in isiXhosa

Shohamy 2011

Both the math text and the test questions were presented in two versions: Hebrew and Russian. Although on the surface, this version of a test seems to follow the approach of multilingual tests with two homogenous languages, when students were asked about the process they followed in responding to the text .... they claimed that they took some words from the Russian version, understood the syntax from the Hebrew version, and combined both in the process of meaning-making (Shohamy 2011: 427)

5. Reported effects/benefits of multilingual assessment

García and Wei (2014: 134): 'translanguaging in assessment has the potential to truly assess what students know how to do both conceptually and linguistically.'

Case	Total number of learners	Task achievement and organisation	Sentence formation and vocabulary	Mechanics
1	30	A=17, B=13, C=0	A=12, B=16, C=2	A=2, B=18, C=10
2	37	A=24, B=13	A=17, B=20	A=1, B=27, C=9
3	28	A=18, B=9, C=1	A=8, B=18, C=2	A=2, B=16, C=10
Total number of As, Bs and Cs in each category		A=59, B=35, C=1	A=37, B=54, C=4	A=5, B=61, C=29

Mahapatra 2018: 36

Table 3. Reported patterns and benefits of consulting alternate language matric.

| Language profiles of respondents	Respondents' language behaviour ...		Benefits	
	Consulted alternate L (%)	Never consulted alternate L (%)	Benefits reported from consultation (%)	No/hardly any benefit reported from consultation (%)
(1) HL speakers of LL (typically isiXhosa) other than English and Afrikaans writing matric in English (n = 43)	19	81	14	86
(2) HL speakers of Afrikaans writing matric in Afrikaans (n = 40)	75	25	69	31
(3) HL speakers of English writing the matric in English (n = 36)	41	59	42	58

Key: L = language; LL = Languages; L1 = home language.

Antia 2017

Effects: cognition-emotion interface in multilingual assessment

"Test-anxious students tend to … experience difficulty in comprehending relatively simple instructions" (p.4)

"Test anxiety leads to a relative emphasis on processing superficial features of verbal stimuli at the expense of deeper semantic processing; test-anxious individuals focus on shallow or physical features rather than deep or semantic features of stimuli" (p.257)

"academic material may be acquired and understood, but then can be lost and become inaccessible in a variety of performance situations, including homework problem solving, reciting the answer before the class, writing an essay, giving an oral report, taking essay exam, and the like"
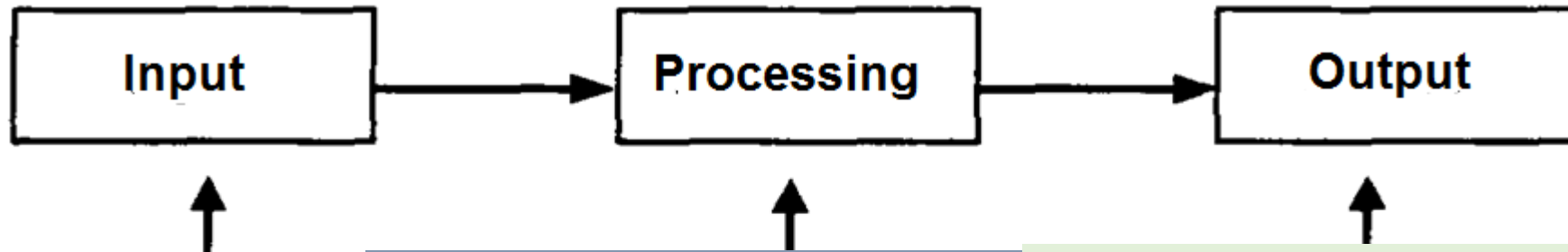
```
Input   →   Processing   →   Output
```

•: I have found it useful to have some of the test questions translated into isiXhosa. To see the questions in isiXhosa lessened the levels of anxiety I have as any other student before and during the test. I was less anxious because I was able to read the question both in English and isiXhosa.
•: I like the fact that in exams the English as well as the Afrikaans language is being used as it betters my understanding of certain questions.

What also made me happy was the fact that I had more time to interpret things carefully because the fact that I naturally think in isiXhosa was accompanied by isiXhosa notes. This made me understand concepts clearer without the hassle of translating my isiXhosa thoughts to English […].

•: The term test that we wrote on LCS311 instructions were given in Afrikaans and IsiXhosa, that made it easy for students including myself to understand the question. I was also given a chance to respond using any language for the test. I must say it was **great exercise,** on this module I was permitted to engage in translanguaging and that has **enhanced my performance,** I **used isiXhosa and English to respond** to questions and I obtained more than 70% on the term test. I am one of the black South African who has a poor English proficiency therefore these arrangements have **boosted my confidence** and my academic performance.

Antia, Weldemichael, Dyers (2021)

6. Pathways

Multilingual assessment: are we always talking about the same thing?

Inferences from multilingual assessment in the global South

Situation in the global North?

Social justice

Formal   Informal

Policy

Content

Heteroglossic ideology

Instruction– (input) – response – feedback

Benefits

?

Pathways cont'd: building a global community

- Multilingual assessment as a socio-political project:
  - The educational language policy/curricular frameworks for implementing plurilingual assessment
  - The impulses underpinning existing policy frameworks – Cultural politics and whose? Neoliberalism? Tackling performance inequalities?
  - Demographic/linguistic representativeness in initiatives on plurilingual assessment – who is invisibilised?
- Pedagogical aspects of multilingual assessment
  - Assessment principles legitimising plurilingual assessment
  - Clarifying constructs, grading, interpretation
  - Elucidating ideologies of language
  - Attending to assessment types, formats/activities, resources for plurilingual assessment
  - Facilitating stakeholders – in class and at home
- Technological aspects of plurilingual assessment
  - Support for authoring tasks
  - Administering assessment, including grading
  - Researching assessment

Along with other bodies of knowledge, knowledge generated from the above initiatives should feed into the development of what we call 'multilingual assessment literacies' as an extension of language assessment literacies (LAL)

Ability to design, develop and critically evaluate [language] tests and other assessment procedures...

LAL

Ability to monitor, evaluate, grade and score assessments...

...on the basis of theoretical knowledge

Vogt & Tsagari 2014: 377
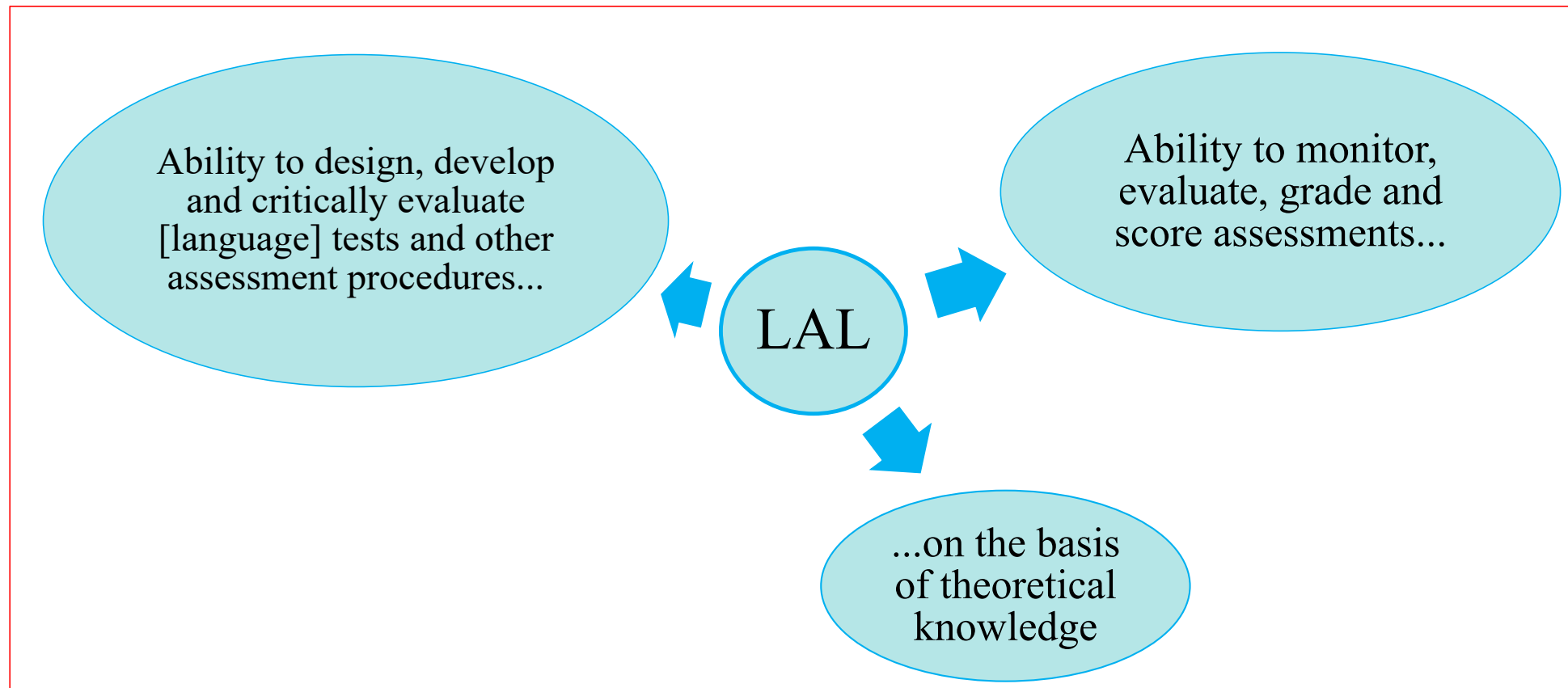
Thinking about multilingualism in language assessment

	Sub-competence	Components of sub-competence/ what can be assessed	Possible assessment tool/format cf. Cheng & Fox 2017	Categorisation of tool Teacher, Student, Peer	Multilingualism as …					Principles of assessment
					Attitude	Instruction	Input	Response	Aid	
Comm. competence	Grammatical competence	Grammar/syntax								
		Word formation rules								
		Vocabulary/word choice								
		Pronunciation								
	Sociolinguistic competence	How cultural/societal norms influence how and even what L/variety is used								
		How a specific situation (e.g. interlocutor, topic, setting) influences how and what L/variety is used								
	Strategic competence (often unconscious)	Message adjustment strategies, e.g. content/topic avoidance, message abandonment, meaning replacement								
		Achievement Strategies, e.g. borrowing, foreignizing, generalization, fillers, paraphrase, appeal for help								
	Discourse competence	Genre knowledge								
		Cohesion								
		Coherence								

Antia 2020

A decision algorithm for multilingual assessment: sample pathway

1. **Rationale/s**:   pedagogy   cultural politics   social justice

2. **Construct**:   Mainly language-related   Mainly content-related

3. **Policy context**: implementation   opening up implementational spaces   activism

4. **Language ideology**:   plural monolingualisms   ubuntu languaging

5. **Type**: Informal assessment and formats   formal assessment and tools

6. **Purpose**: Formative assessment   Summative

7. **Parts**:   instruction   input   response   feedback   aids

8. **Responsibility (incl. grading)**:   teacher (team)   peers   self   guardian

9. **Site**:   in-class   out-of-class

10. **Principles**:   fairness   validity   authenticity   reliability   practicability

Antia 2021

Thank you

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