

LINGUISTIC DIVERSITY IN EDUCATION: POLICIES AND PRACTICES
SEMINAR WITH NATHALIE AUGER
OCTOBER 5TH 2017

MULTILINGUAL ASSESSMENT IN EDUCATION

Fauve De Backer

Prof. Dr. Piet Van Avermaet

Prof. Dr. Stef Slembrouck



Overview

1

Theoretical framework

2

Methodological framework

3

Results

4

Concluding remarks



1


THEORETICAL FRAMEWORK

Validity in testing

- Tests designed for monolinguals
- Language proficiency impacts results on content-area assessments (Menken, 2010).
- Multilinguals with the same ability levels as native speakers do not have the same probability to solve a test item correctly (Martiniello, 2008; Heppt, Haag, Böhme & Stanat, 2014).

Sevilen Dondurma Çeşidi





Çeşit	Çocuk Sayısı
Vanilyalı	
Çikolatalı	
Çilekli	
Limonlu	


 4 çocuğu göstermektedir.

Tabloda verilenlere göre kaç çocuk en sevdiği dondurma olarak vanilyalı dondurmayı seçmiştir?

Yanıt: _____

Lievelingssmaken voor ijsjes

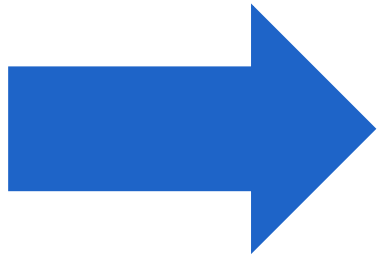
Smaak	Aantal kinderen
Vanille	
Chocolade	
Aardbei	
Citroen	

 staat voor 4 kinderen

Hoeveel kinderen hebben vanille als lievelingssmaak?

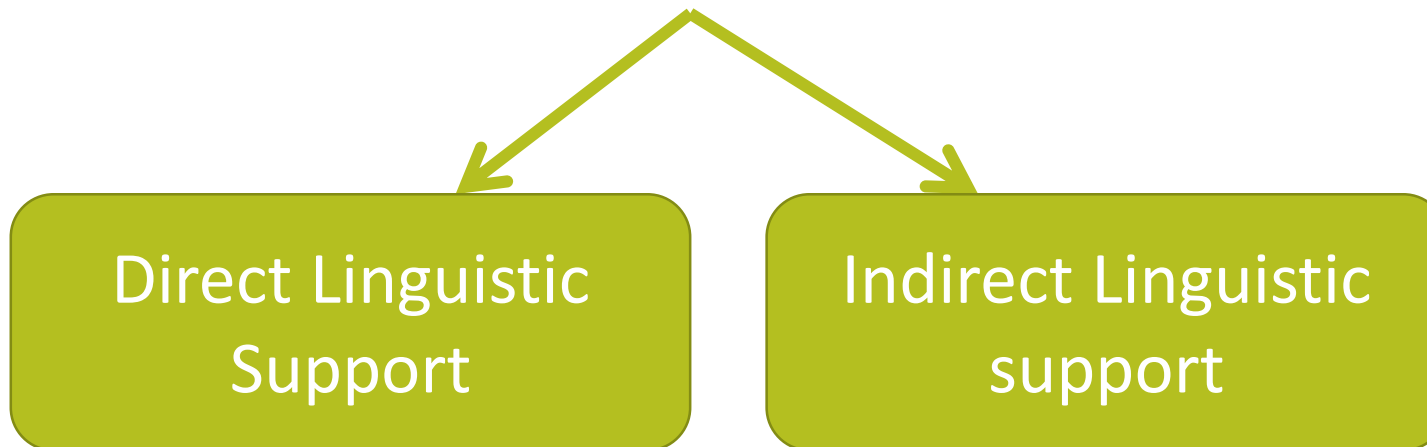
Antwoord: _____

Validity in testing



Assessment accommodations

“Any change to standardized testing conditions intended to make the test more fair and accessible for an individual or subgroup that does **not** change the construct being measured” (ETS, 2009, p.4).



2

**METHODOLOGICAL
FRAMEWORK**

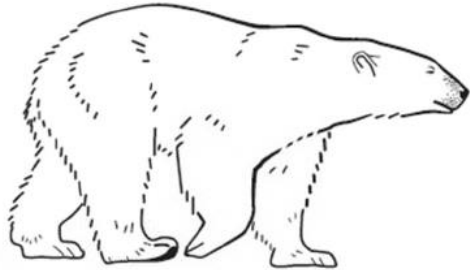
Mixed method study

- Quantitative: Online science test (MC)

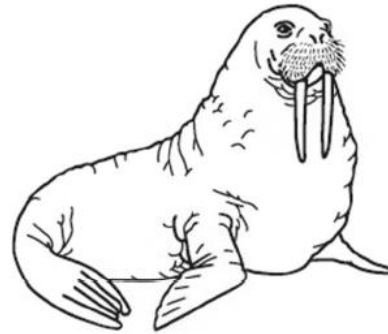
- Fifth grade of primary school
- 3 possible accommodations (bilingual test, oral support in LOI, oral support in L1) resulting in 6 research conditions:
 1. 'Dutch-only test' (DU/A-) → test condition with no accommodations
 2. 'Dutch-only test with audio-support' (DU/A+) → 1 accommodation: audio in Dutch
 3. 'Dutch-Polish test' (PO/A-) → 1 accommodation: bilingual test
 4. 'Dutch-Polish test with audio-support' (PO/A+) → 3 accommodations: bilingual test, audio in both languages
 5. 'Dutch-Turkish test' (TU/A-) → 1 accommodation: bilingual test
 6. 'Dutch-Turkish test with audio support' (TU/A+) → 3 accommodations: bilingual test, audio in both languages

Mixed method study

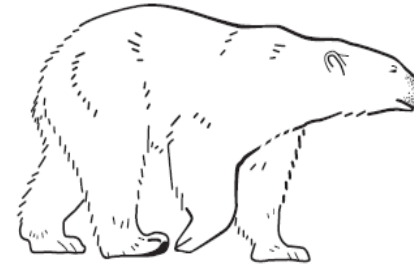
ijsbeer



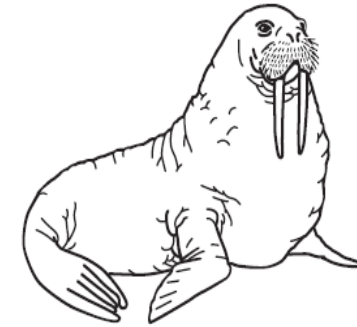
walrus



niedźwiedź polarny



mors



Ijsberen en walrussen zien er zeer verschillend uit, maar ze kunnen beide in zeer grote koude leven. Een ijsbeer heeft een dikke vacht om zich warm te houden. Een walrus heeft geen dikke vacht.

Waardoor kan de walrus zich warm houden?

- (A) vetlagen
- (B) slagstanden
- (C) snorharen
- (D) zwemvliezen

Niedźwiedź polarny i mors wyglądają zupełnie inaczej, ale obydwa mogą przeżyć wyjątkowe chłody. Niedźwiedź polarny ma grubą warstwę futra, która pomaga mu utrzymać ciepło. Mors nie ma futra.

Co pomaga morsowi utrzymać ciepło?

- (A) warstwa tłuszczu
- (B) kły
- (C) wąsy
- (D) płetwy

Mixed method study

- **Qualitative: Interviews with pupils**

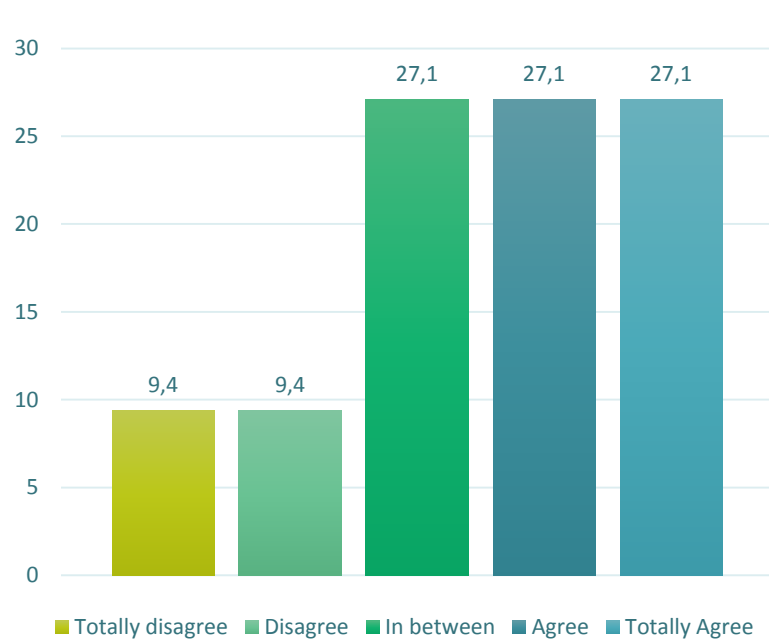
1. How do pupils experience the assessment accommodations?
2. Why do pupils choose (not) to make use of the assessment accommodations?
3. What are the pupils' perceptions of fairness in testing accommodations?
4. Which extra support- or accommodations needs do pupils perceive?

3

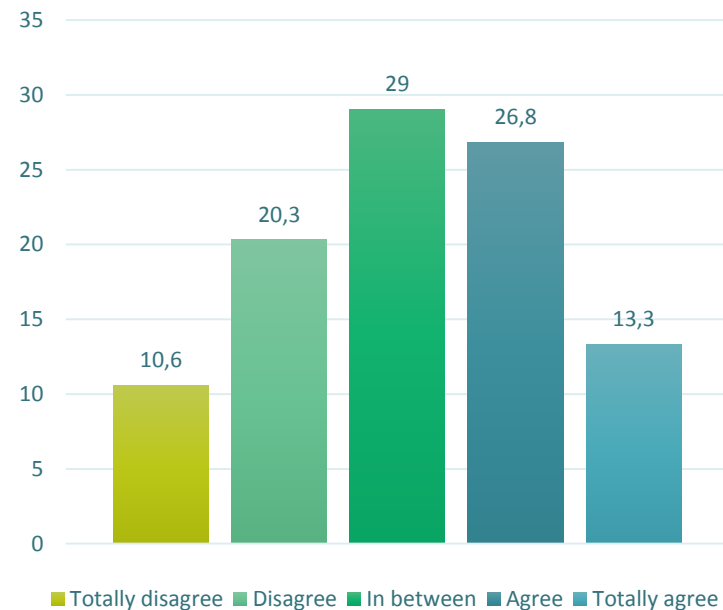
RESULTS

RQ1: How do pupils experience the assessment accommodations?

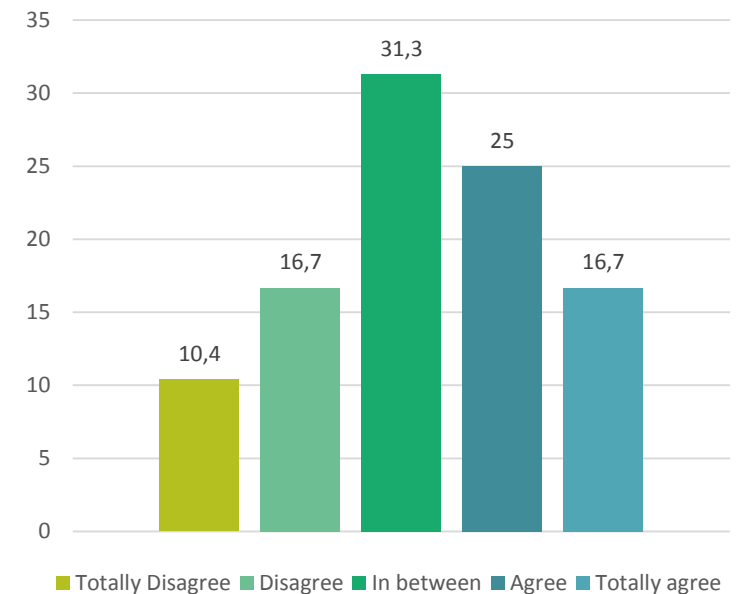
HELPFULNESS OF THE ACCOMMODATIONS



54% agrees on helpfulness of bilingual test



40% finds audio in LOI (Dutch) helpful

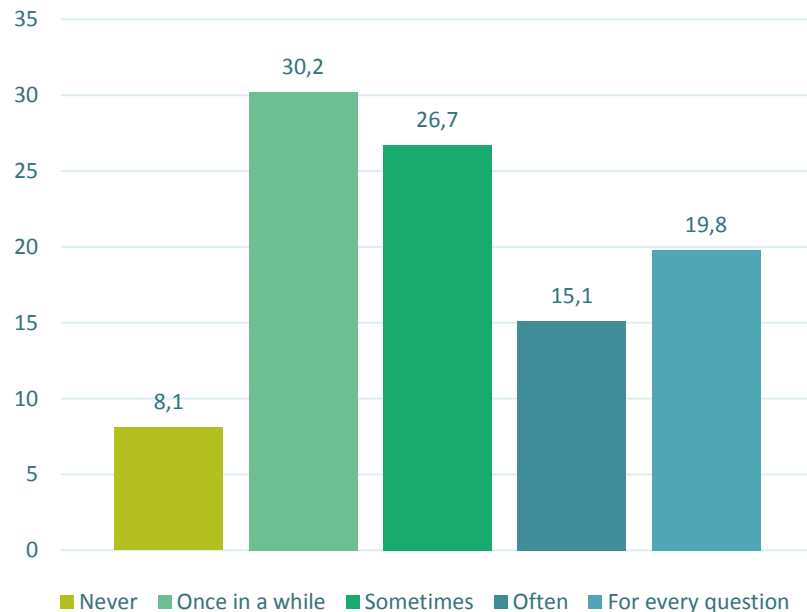


42% perceives audio in L1 as helpful

RQ1: How do pupils experience the assessment accommodations?

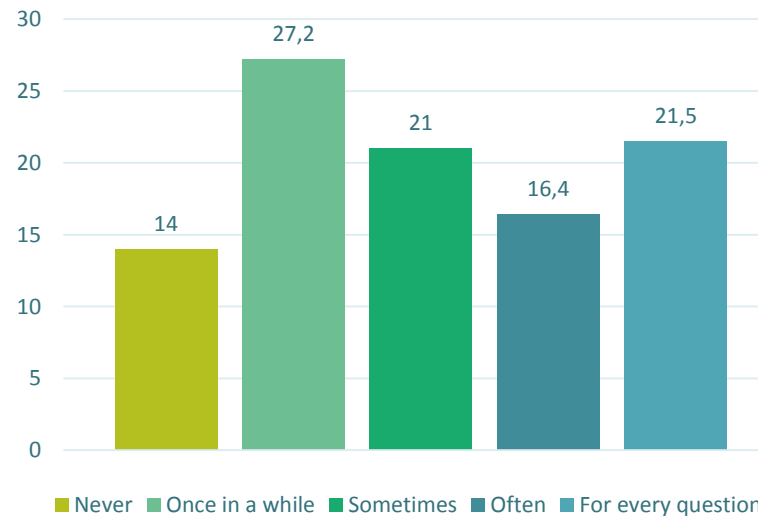
FREQUENCY OF USE OF THE ACCOMMODATIONS

I have read the questions for this test in my mother tongue



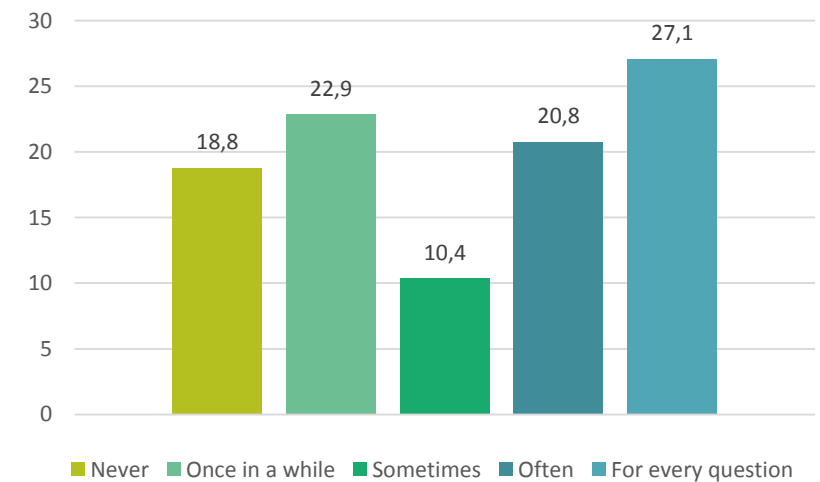
35% uses bilingual test frequently

I have listened to the questions in this test in Dutch



38% uses audio in L0I frequently

I have listened to the questions of this test in my mother tongue



48% uses audio in L1 frequently

RQ2: Why do pupils choose (not) to make use of the assessment accommodations?

- Perceived helpfulness \neq frequent use
- Translation useful in the case of familiarity with the concept
- Accommodation is only used by pupils who need it
- Accommodations can increase language proficiency

→ Dynamic use of accommodations & dynamic use of linguistic repertoires (translanguaging) depending on:

- Personal preferences
- Language proficiency (both languages)
- Difficulty of the test item
- Content of the test item

→ Importance of providing pupils with different accommodations so they can choose their own routes!

RQ3: What are the pupils' perceptions of fairness in testing accommodations?

WHAT IS FAIRNESS?

Impartiality or honesty, and free from self-interest, prejudice or favoritism
(Tierney, 2013)

Responsiveness to individual characteristics and testing contexts so that test scores will yield valid interpretations for intended uses
(AERA, APA, & NCME, 2014, p.50)

RQ3: What are the pupils' perceptions of fairness in testing accommodations?

*I think I would find it good because Mohsin can actually already know some difficult words. And then he can already **learn more and more**. And know everything more and faster and so he can **actually participate a bit more** with us. (Susa – MP)*

→ Assessment accommodations for MP increase learning AND participation/inclusion

*Because then- because you- if you don't understand well what- if she can't do Dutch well- and read- and you don't get those aids **and the teacher doesn't even know if he can do it well**, or if he needs those aids and if he eventually does need those aids but he doesn't get it, than actually he would have worse scores. With those aids he might get better scores. (Tibo - NS)*

→ Assessment accommodations for MP improve test results and increase validity

RQ4: Which extra support- or accommodations needs do pupils perceive?

What would help you the most for your next science test?

TRADITIONAL TEST WITH ACCOMMODATIONS

~~Moeilijke woorden~~
~~Moeilijke zinnen~~



Extra tijd



Nederlands



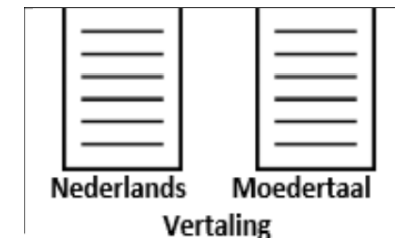
Afbeelding



Nederlands - Moedertaal



Woordenlijst



Nederlands

Moedertaal

Vertaling

RQ4: Which extra support- or accommodations needs do pupils perceive?

In what way could you best show your teacher what you know about science and what you are able to do?

TRADITIONAL TEST WITH ACCOMMODATIONS

1. Linguistic
Simplification

~~Moeilijke woorden~~
~~Moeilijke zinnen~~

2. Extra time



Extra tijd

6. Dictionary in the L01



Nederlands



Afbeelding

3. Bilingual dictionary



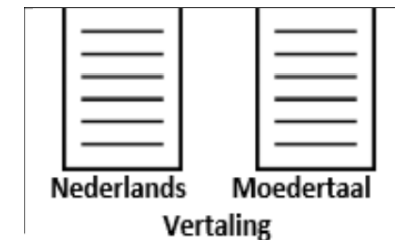
Nederlands - Moedertaal

4. Glossary



Woordenlijst

5. Bilingual Test



Nederlands

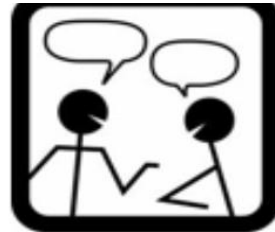
Moedertaal

Vertaling

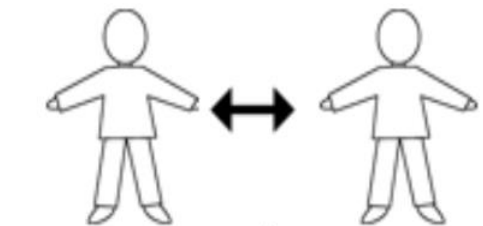
RQ4: Which extra support- or accommodations needs do pupils perceive?

In what way could you best show your teacher what you know about science and what you are able to do?

ALTERNATIVE ASSESSMENT



Vertellen



Wat weet en kan mijn klasgenoot al?



Zelf kijken wat ik kan en weet



Juf / meester kijkt

RQ4: Which extra support- or accommodations needs do pupils perceive?

In what way could you best show your teacher what you know about science and what you are able to do?

2. Oral assessment



1. Portfolio



4. Peer-assessment



5. Self-assessment



Zelf kijken wat ik kan en weet

3. Observation



4

FUTURE PLANS

Assessment
for learning

The diagram consists of two olive-green arrows pointing towards each other, meeting at a central point. The left arrow points right and contains the text 'Assessment for learning'. The right arrow points left and contains the text 'Multilingual Assessment'.

Multilingual
Assessment

References

- De Backer, F., & De Smet, A. (2015). MARS. Meertaligheid Als Realiteit op School. Belgium: Gent: Universiteit Gent.
- De Backer, F., Van Avermaet, P., & Slembrouck, S. (2016). Schools as Laboratories for Exploring Multilingual Assessment Policies and Practices. *Language and Education*, 30(1), 1-14. doi: 10.1080/09500782.2016.1261896
- Educational Testing Service (ETS). 2009. *Guidelines for the Assessment of English Language Learners*. https://www.ets.org/s/about/pdf/ell_guidelines.pdf Retrieved on 8-7-2015.
- Heppt, B., Haag, N., Böhme, K., and Stanat, P. 2014. The Role of Academic-Language Features for Reading Comprehension of Language-Minority Students and Students from Low-SES Families. *Reading Research Quarterly*, 50(1), 61-82. DOI: 10.1002/rrq.83
- Levin, T. and Shohamy, E. 2008, Achievement of immigrant students in mathematics and academic Hebrew in Israeli school: A large scale evaluation study, *Studies in Educational Evaluation*, 34, 1-14.
- Martiniello, M. 2008. Language and the Performance of English-Language Learners in Math Word Problems. *Harvard Educational Review*, 78(2), 333-368.
- Menken, K. (2010). NCLB and English Language Learners: Challenges and Consequences. *Theory Into Practice*, 49(2), 121-128. doi: 10.1080/00405841003626619
- Sireci, S., Li, S., and Scarpati, S. 2003. *The Effects of Test Accommodation on Test Performance: A Review of the Literature*. (Report No. 485). Amherst, MA: University of Massachusetts Amherst, Center for Educational Assessment Research.
- Wolf, M.K., Kim, J., and Kao, J. 2012. The effects of glossary and read-aloud accommodations on ELL performance on a mathematics assessment. *Applied Measure in Education*, 25(4), 347-374.