

# *Linguistic equity: reflections on the assessment of bilingual students*

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## **Abstract:**

The assessment of bilingual students is a central issue in the field of education, as it involves not only measuring learning but also addressing equity and justice. This article discusses the challenges and possibilities of equitable assessment for these students, drawing on the concepts of assessment literacy (Quevedo-Camargo; Scaramucci, 2018; Stiggins, 1991, 1995) and the principles of equity and justice proposed by Kunnan (2000, 2004, 2013, 2018). We argue that assessment should integrate content and language coherently (Gottlieb, 2006, [2022]), recognizing the complexity of bilingual linguistic practices. Additionally, we explore translanguaging (García; Wei, 2014) as a pedagogical resource that allows for a more representative evaluation of students' knowledge. Based on recent studies, we propose assessment strategies that ensure greater transparency, accessibility, and respect for the linguistic and cultural diversity of bilingual students. Finally, we highlight the need for a dynamic and inclusive assessment approach that acknowledges the challenges of bilingualism without reinforcing monolingual models of knowledge measurement.

**Keywords:** educational assessment; equity; justice; bilingualism; assessment literacy; translanguaging.

## **Resumo:**

A avaliação de estudantes bilíngues é um tema central no campo da

educação, pois envolve não apenas a mensuração do aprendizado, mas também questões de equidade e justiça. Este artigo discute os desafios e as possibilidades para a avaliação equitativa desses estudantes, com base nos conceitos de letramento em avaliação (Quevedo-Camargo; Scaramucci, 2018; Stiggins, 1991, 1995) e princípios de equidade e justiça propostos por Kunnan (2000, 2004, 2013, 2018). Argumentamos que a avaliação deve integrar conteúdo e língua de forma coerente (Gottlieb, 2016, [2022]), reconhecendo a complexidade das práticas linguísticas dos bilíngues. Além disso, abordamos a translanguagem (García; Wei, 2014) como um recurso pedagógico que possibilita aferir o conhecimento de maneira mais representativa da realidade dos aprendizes. Com base em estudos recentes, propomos estratégias avaliativas que garantam maior transparência, acessibilidade e respeito à diversidade linguística e cultural dos estudantes bilíngues. Ao final, ressaltamos a necessidade de uma abordagem avaliativa dinâmica e inclusiva, que reconheça os desafios do bilinguismo sem reforçar modelos monolíngues de mensuração do conhecimento.

**Palavras-chave:** avaliação educacional; equidade; justiça; bilinguismo; letramento em avaliação; translanguagem.

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# Linguistic equity: reflections on the assessment of bilingual students<sup>1</sup>

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## INTRODUCTION

We are constantly evaluating our actions and behaviors in daily life. This ranges from a simple conversation with a colleague to monitoring our expenses when we receive the credit card bill at the end of the month. We reflect on whether we are following the plan. Based on this, we decide whether we should continue an enjoyable conversation with a colleague or if we need to adjust our spending (Megale; El Kadri, 2023). This evaluation practice is not much different in the educational sphere. According to Schlatter and Garcez (2012), the focus is on student learning. As educators, we plan the learning expectations and monitor whether they are being met as planned. If so, what is the next step? If not, what interventions are needed? Do we need to redefine the objectives or plan interventions based on the results obtained?

Schlatter and Garcez (2012) highlight that in our evaluation processes, we are immersed in a complex system of values, historically constructed. These values encompass the perspectives and influence of both internal and external participants on the purpose, importance, and role of assessment in learning (Schlatter; Garcez, 2012). By applying certain assessment practices, we are either perpetuating or challenging this historically established chain of values. Therefore, as educators, it is crucial to adopt an assessment conception that not only promotes student learning but also contributes to reflecting on and building different perspectives on assessment (Schlatter; Garcez, 2012).

In this sense, when thinking about the assessment of bilingual students, it becomes even more evident how these value systems impact assessment practices. What does it mean to assess a student who learns in more than one language? How do historically established values about assessment interact with the linguistic and cultural diversity of learners?

If assessment is always a challenge in the educational process, designing and planning assessment for bilingual students requires an approach that is not only careful in understanding the bilingualism of our students but also sensitive to the linguistic and cultural demands of the learners. As highlighted by Gottlieb ([2022]), assessment can have a significant impact on the engagement of bilingual learners, either discouraging them or even motivating them and encouraging their active participation in the learning process. Hence, the question arises: is it fair to adopt the same assessment system for bilingual/multilingual students and monolingual students? Or even: is it fair to adopt the same assessment system for all bilingual/multilingual students? (Gottlieb, [2022]).

These questions lead us to reflect on how to integrate content and language objectives in teaching and assessment planning. This integration brings challenges that need to be addressed, as well as the need to consider the full linguistic repertoire of students in the assessment process. In this way, we seek to ensure assessments based on equity, the central

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principle of this article. This article is organized into six sections, including this introduction. In the second section, we discuss the concept of literacy in assessment, mainly drawing on Stiggins (1991, 1995) and Quevedo-Camargo and Scaramucci (2018). Next, we discuss the concepts of equity and justice in assessment according to Kunnan (2000, 2004, 2013, 2018). In the fourth section, based on the principles discussed earlier, we present possible pathways for assessing bilingual students, based on studies on the integration of content and language in the teaching and assessment process (Gottlieb, 2006, [2022]) and translanguaging as a pedagogical resource (Ascenzi-Moreno, 2018; García; Wei, 2014; Yip and García, 2015). Finally, we present our concluding remarks and suggestions for further exploration.

## ASSESSMENT LITERACY

Teaching and assessment are inseparable actions, allies that inform and complement each other in a cohesive and dialogic movement (Wiliam, 2011). A course, project, unit, or teaching sequence is designed with a purpose that becomes clear throughout the entire learning process, not only at the end of a cycle (Wiggins; McTighe, 2006). Questioning the assessment processes, reflecting on the appropriateness of the criteria and instruments adopted, and critically analyzing the evidence collected throughout the process are foundational actions for an assessment conception aimed at a humanized and transformative practice in the construction of knowledge.

To engage students in quality learning across different areas of knowledge (and their languages) in different languages, teachers must have specific knowledge to interpret assessment data and make choices that support students' learning. These students, in turn, become co-responsible, as learning is the responsibility of the learner, even with their peers and teachers as valuable resources in this process (Heritage, 2016). Knowing what, why, and how they are learning makes students agents of their own learning (Wiliam, 2013). It is important to note that teachers and students are not alone in this journey: they are part of a school community, and all—students, teachers, and administrators—play a key role in shaping an assessment model that considers multiple perspectives (Gottlieb, 2006).

Beyond the educational sphere, a large part of society recognizes that schools must do more for students than simply classify them into higher or lower performance levels; they must also help them achieve high standards of academic excellence (Stiggins, 1995). Developing assessments that reflect curricular purposes and reveal clear evidence of the results achieved is a challenge educators face, a challenge often not adequately addressed due to a lack of specific knowledge.

In his article "Assessment Literacy," Stiggins (1991), as highlighted by Quevedo-Camargo and Scaramucci (2018, p. 227-228), draws attention to this critical point: "Most decision-makers—both educators and non-educators alike—are not sufficiently literate in the basics of assessment to know whether their performance data are reliable or not," and defines what it means to be literate in assessment:

[...] it is having a basic understanding of what constitutes high and low-quality assessment and being able to apply that knowledge to various measures of student performance. Those who are literate in assessment ask two key questions about all student performance assessments: What does this assessment tell students about the performance outcomes we value? And what is the likely effect of this assessment on students? Assessment literates seek and use assessments that convey rich, specific, and clear definitions of the performance that is valued (Stiggins, 1991, p. 535 *apud* Quevedo-Camargo; Scaramucci, 2018, p. 228).

Four years later, in his article "Assessment Literacy for the 21st Century," Stiggins (1995) revisits the concept and presents five principles that guide assessment literates, whether they are teachers, principals, pedagogical coordinators, or superintendents:

1. **Start with clear intentions.** We assess driven by various reasons, which require different types of information and, consequently, different types of assessment. Those who understand assessment know how to identify a group's needs, self-assess their practice, and choose appropriate assessments for each pedagogical purpose.
2. **Focus on the objectives to be achieved.** We value expectations that go beyond reasoning ability or mastery of content, but also include the development of skills and competencies, which might include, for example, working in groups on an experiment, demonstrating reading skills, producing texts in different genres, arguing in structured debates, solving problems, creating products and artifacts, etc.
3. **Select appropriate assessment methods.** One assessment method cannot reflect the full scope of all the objectives outlined in a course or unit of study. For example, in a Science course, multiple-choice tests may measure the memorization of concepts and definitions, but they do not assess students' ability to formulate hypotheses, conduct experiments, or interpret data critically. Similarly, writing reports can demonstrate the ability to organize information, but not necessarily the ability to solve problems in real-time or collaborate on scientific projects. For this, we might use performance tasks, where students, for instance, have to develop a sustainability project for the school, analyzing energy consumption and proposing solutions for waste reduction, or create a prototype of a technological device and present the development process based on scientific and mathematical principles. This integration can reveal how prior knowledge was applied and transformed. The balance in choosing and combining different methods reveals the teacher's level of literacy.
4. **Assess student performance by sampling.** An assessment is a sample of a broad spectrum within a curricular scope. The broader the scope of our objectives, the larger the sample should be. Making this sample representative of what students genuinely learn, know, and can do depends on several factors. For example, if we select performance tasks, they should reflect the situations designed in the learning expectations and how they could unfold. If we choose to formulate essay questions, we must ensure they represent a wide range of variables, so that a student who correctly answers 80% of the questions would answer all other possible questions about the taught program in the same way.
5. **Avoid biases and distortions.** Attention must also be given to other specific, technical, or practical factors that can impact performance and the interpretation of an assessment: the student's language proficiency, emotional or health state, family or peer pressure, and the environment in which the assessment takes place.

According to Stiggins (1995), together, these five quality standards support a solid and effective assessment practice. Assessment-literate educators understand the differences and interdependence of value expectations in a given curriculum, know what they are assessing and why they are doing it, and choose appropriate methods for how best to do so. Similarly, they know how to anticipate and prevent problems before they arise and, more importantly, are sensitive to the potential negative consequences of inadequate assessments, not allowing inaccurate or misinterpreted data to jeopardize student learning (Stiggins, 1995).

It is important to emphasize that not all agents involved in the educational context "need to have the same level of knowledge about assessment, as their needs are distinct" (Quevedo-Camargo; Scaramucci, 2018, p. 231). Quevedo-Camargo and Scaramucci (2018)

highlight that Stiggins (1991) proposes three levels of assessment literacy. Parents, students, and staff form the first level, as they are affected by assessments generated by others and make decisions based on the meaning of the results. The second level consists of teachers, teacher trainers, coordinators, and school principals—professional educators who produce and use assessment data. The third level consists of experts in measurement and the creation of standardized, high-stakes exams (Quevedo-Camargo; Scaramucci, 2018). Therefore, it is a multidimensional, multifaceted concept that requires investment in time, resources, and training for all involved in education.

Furthermore, a significant movement happening is the direction of the field of assessment literacy toward researching ways to engage educators, policymakers, and society in general in promoting fair and equitable assessment. These aspects will be addressed in the following section.

## **THE PRINCIPLES OF FAIRNESS AND JUSTICE IN ASSESSMENT**

Fairness and justice are fundamental elements in the assessment of students, as they relate to the legitimacy and impacts of assessment processes on different groups. According to Kunnan (2013), fairness refers to the individuals involved in the assessment process and can be understood as the need to ensure that assessments are fair for participants, taking into account their characteristics, needs, and learning conditions. This concept is directly linked to the idea of equal access to assessment opportunities that consider different learning trajectories and profiles, avoiding biases that may favor certain groups over others.

On the other hand, justice is related to institutions and involves how assessment systems are conceived and implemented across different contexts. Kunnan (2013) highlights that a fair assessment system is not limited to the application of unbiased instruments but requires institutional policies to ensure transparency, accessibility, and equitable conditions for all participants. This means that assessment should be analyzed not only at the individual level but also at the systemic level, considering how educational policies, assessment practices, and measurement standards contribute to maintaining or overcoming inequalities. While fairness focuses on the direct experience of the assessed individual, justice examines the institutional structures that shape this experience and determine the large-scale impacts of assessment.

Discussions on fairness in assessment were pioneered by Kunnan (2004), who introduced the Test Fairness Framework, which considers fairness in tests through five aspects: validity, absence of bias, access, administration, and social consequences.

The first aspect, validity, can be described as the assessment of content representativeness or coverage, validity evidence based on theories or constructs (construct validity), evidence related to the criterion (criterion validity), and reliability (Moghadam; Nasirzadeh, 2020). The second aspect includes the absence of bias, which considers the content or language of the test, the impact triggered, and the establishment of standards. To meet this criterion, the content or language of the test that may be offensive or biased against students from different backgrounds (gender, race, ethnicity, religion, age, native language, national origin, and sexual orientation) should be modified. A differential validity analysis should also be conducted to examine whether a test predicts success better for one group of participants than for another. Regarding the establishment of standards, test scores should be examined in terms of the criterion measure and selection decisions. Test developers and score users need to be confident that the appropriate measure and statistically sound, unbiased selection models are being used. The third aspect, access, refers to ensuring that the test is accessible in educational, financial, geographical, and conditions or equipment terms. This

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means that a test should be accessible for participants in terms of the opportunity to learn the content, financial affordability, geographical access, providing appropriate accommodations for participants with specific needs (whether physical or related to learning), and ensuring students are familiar with the equipment, procedures, and conditions for taking the test. The administration aspect can be understood by providing appropriate physical conditions, such as lighting, temperature, and facilities, uniformity in test administration, observing consistency across test locations, forms, and equivalent instructions, and ensuring proper test security. Finally, social consequences can be observed when sufficient evidence about the impact of tests and possible solutions for any negative effects is collected. This involves not only evaluating the impact that test results may have on students' lives and society in general, but also identifying measures to ensure ethical and responsible use of these results. Such measures include the continuous review of assessment instruments, transparency in communicating results, and adopting practices that mitigate inequalities in access and interpretation of the data obtained.

In this regard, Kunnan (2008, p. 14) explains that it is "necessary to examine tests and testing practice from a broad context to more fully determine whether and how these tests are beneficial or harmful to society." This broad perspective enables not only the identification of potential impacts but also the development of strategies to ensure that assessments fulfill their role in an ethical and socially responsible manner.

In addition to the five aspects that comprise fairness in assessment, Kunnan (2013) points out some principles for promoting it. According to the author, for a test or assessment to promote fairness, it must (i) provide adequate opportunities to learn the knowledge or skills being assessed; (ii) be consistent and meaningful in terms of score interpretation; (iii) be free of biases against any participant groups, especially when evaluating issues irrelevant to the construct; (iv) utilize adequate access, administration, and standards to ensure that decision-making is equitable for all participant groups (Kunnan, 2013).

Wallace and Qin (2021) explain that studies show that perceptions of fairness in the classroom can influence students' behavior. In this sense, Chory-Assad (2002) emphasizes that when students perceive assessments as fair, they tend to be more motivated to learn and have a more positive view of their teachers. On the other hand, when they perceive that grades do not fairly reflect their actual performance or when interactions with the teacher are disrespectful, aggressive behaviors may arise, as discussed by Chory-Assad (2002), Chory-Assad, Horan and Houser (2017), and Wallace and Qin (2021).

By making explicit the distinction between fairness and justice, Kunnan (2000, 2004, 2013, 2018) argues that only a test and its administration can be assessed as fair or not, and that judgments of justice are reserved for the organization offering the assessment and/or using its scores. Fairness, in this sense, is related to the impartiality of the test itself, considering factors such as the clarity of instructions, accessibility for different participant profiles, and the absence of biases that favor certain groups.

On the other hand, justice depends on how the assessment is used at the institutional level. The author considers organizations just when they use tests that benefit society and make explicit the reason for using a test and its scores. An example of injustice in the application of tests occurs when institutions use standardized exams as the sole criterion for making important decisions, without considering the different opportunities for preparation available to candidates or the social impacts of excluding certain groups.

Regarding the promotion of justice, Kunnan (2013) explains that institutions involved in the assessment process should bring benefits to society by generating a positive social impact and promoting justice through public reasoning about their assessments. This means that assessment systems must be transparent about their goals and consequences, ensuring that their decisions contribute to equity in access to educational and professional

opportunities. An example of good practices in this regard are programs that use multiple criteria for evaluation, considering not only test scores but also academic trajectories and other qualitative indicators for admission or certification decisions.

Therefore, we can deduce from the discussion established so far that assessment is always a complex challenge, especially when dealing with tests that have the power not only to determine an individual's knowledge but also their future. In this context, the power dynamic becomes evident, where those who assess not only control the situation but also the fate of the assessed. As highlighted by Foucault (1977), exams often result in a ceremonial submission and objectification of the individuals being assessed, reflecting a power structure that can be oppressive. This dynamic is even more challenging when evaluating bilingual students, as discussed in the first section. There is an additional complexity involved in assessing linguistic skills, especially when considering the diversity of origins, cultures, and experiences of bilingual students. The objectification of these individuals in an assessment context can lead to distortions and injustices, reinforcing inequalities rather than promoting fairness and justice. In the next section, we will explore principles and approaches to address these challenges in the assessment of bilingual students to promote a fairer and more equitable assessment for all students, regardless of their linguistic or cultural background.

## POSSIBLE PATHWAYS FOR THE ASSESSMENT OF BILINGUAL STUDENTS

Language is the basic human instrument for sharing what we know, or think we know, constructing new knowledge, exchanging ideas, making hypotheses, planning, and creating poetry (Bronckart, 1995; Mantero, 2002 *apud* Trumbull; Solano-Flores, 2011). Human reasoning and learning depend on language, as do teaching and assessment. Here, we use the term "language" in its broadest sense, referring to the human ability to communicate and build knowledge, which includes but is not limited to the mastery of specific languages. It is essential for teachers to understand the relationship between language and assessment, recognizing its central role in students' academic success, as well as the linguistic competencies needed to achieve that success (Trumbull; Solano-Flores, 2011).

Just as each assessment method is sensitive to a different type of knowledge (Shavelson; Baxter; Gao, 1993), each type of assessment presents a unique set of linguistic demands (Solano-Flores; Li, 2006). Knowing the academic language of different knowledge areas, such as mathematics or science, for example, identifying their uses and dimensions, and applying multiple combined forms of assessment is crucial to capturing learning and ensuring equity in students' academic performance (Heritage *apud* Gottlieb, 2006; Trumbull; Solano-Flores, 2011).

Gottlieb (2006) proposes a checklist of aspects to consider in content and language assessment within an interdisciplinary curriculum. These are compiled in the following framework and serve as a guide both for planning learning units in a specific area of knowledge (or in interdisciplinary projects) and for designing the assessments that make up a project or learning units. The upper section of the framework focuses on language, while the lower section focuses on content. For illustration, we have included some examples within the framework itself.

Thematic Unit Objectives / Knowledge Objects	Create comparative graphs of the population growth of a region.	Evaluate different types of natural disasters in terms of the impact of their potential devastation.	Analyze the habitats of an ecosystem considering a set of characteristics that determine the relative
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			chance of survival of its organisms.
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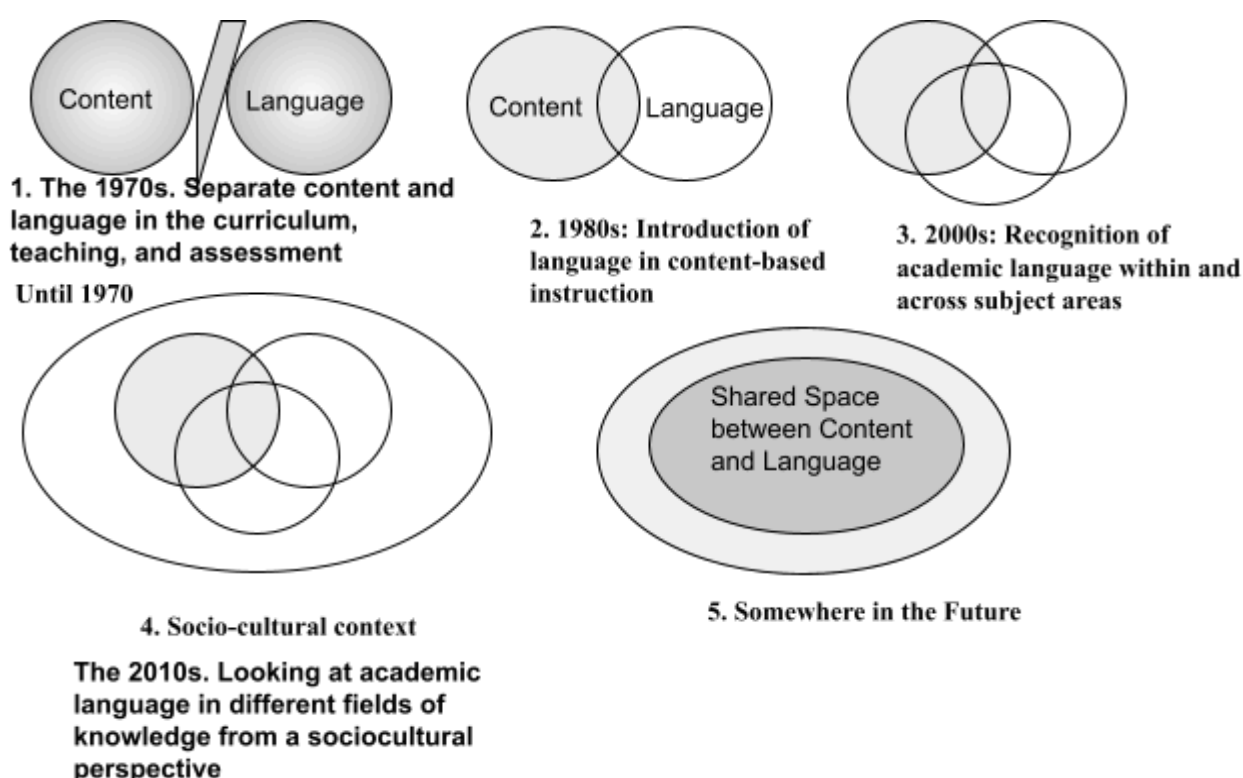
**Table 1 - Aspects Related to Content and Language Assessment in an Interdisciplinary Curriculum**

	<i>ASPECT</i>	<i>MATH</i>	<i>SCIENCE</i>	<i>SOCIAL STUDIES</i>
<b>LANGUAGE</b>	Linguistic Objective	Read and interpret graphs.	Explain how animals and plants adapt to various ecosystems.	Argue in favor of an organism that has the greatest chance of survival in a given habitat.
	Discourse Markers / Genre	Discourse Markers / Genre.	Scientific report.	Newspaper articles; argumentative texts; documentaries.
	Linguistic Functions	Represent data visually, facilitating the understanding of the information presented.	Identify evidence that supports specific points of the explanation.	
	Linguistic Structures	Use of verb forms in present and past tenses, active and passive voice, to describe it.		
	Use of specialized or technical language	Depending on the production area.	Depending on the production area.	Depending on the production area.
	Intercultural Connections	Depending on the production area.	Depending on the production area.	Depending on the production area.
	Objectives for Differentiation	Depending on the work group.	Depending on the work group.	Depending on the work group.
	Language Proficiency Indicators	1. Appropriate comprehension and interpretation of the graph's titles and captions. 2. Interpretation and understanding of the graph's axes (x and y), recognizing the scales and intervals used to represent the data.		Use of topic-specific vocabulary; use of argumentative language.
<b>CONTENT</b>	Thematic Unit Objectives / Knowledge Objects	Create comparative graphs of the population growth of a region.	Evaluate different types of natural disasters in terms of the impact of their potential devastation..	Analyze the habitats of an ecosystem considering a set of characteristics that determine the relative chance of survival of its organisms.
	Key Concepts	Population density.		
	Related Skills	Collect and organize demographic data from reliable sources such as government institutions, research institutes, population census, etc.	See in perspective; act within one's surroundings.	See in perspective; act within one's surroundings.
	Objectives for Differentiation	Depending on the group.	Depending on the group.	Depending on the group.
	National Parameters *	* Consider intersections with the BNCC		

**Source:** Adapted from (Gottlieb, 2006, p. 81).

Based on the framework presented, we can assume that content and language are inextricably linked and must be curriculum-integrated for the full linguistic and intellectual development of students (Mohan, 1986 *apud* Gottlieb, 2006). While in the 1970s there was a clear separation between the work of language and content teachers, today, bilingual education contexts are beginning to show a movement towards the integration of different areas of knowledge, encouraging teams to work collaboratively, both in the planning of pedagogical practices and in assessment processes. The following Table 2 represents the evolution of this movement among teachers regarding content and language education. Ideally, in the near future, this integration will be fluid and cohesive, with shared visions and objectives that benefit all students equally (Gottlieb, 2006).

**Table 2** - Evolution of the Relationship Between Language and Content in the Teaching and Assessment of Bi/Multilingual Students from the 1970s to the Present



Source: Adapted from (Gottlieb, 2006).

Beyond content and language integration in the assessment process, Gottlieb ([2022]) points out the necessity of developing assessments for equity. In this sense, Gottlieb ([2022]) emphasizes the relevance of the linguistic and cultural contributions brought by bilingual/multilingual students and teachers and highlights the attributes for a linguistically and culturally sustainable assessment. From this perspective, the author explains that the linguistic, cultural, and historical experiences of bilingual/multilingual students are fundamental to classroom dynamics, enriching discussions, and should be reflected in materials and assessments.

In the assessment-as-learning approach, students actively participate in defining goals and success criteria, promoting agency and autonomy. For Gottlieb ([2022]), it is also crucial to consider the diverse learning trajectories of students, allowing them to demonstrate their

knowledge in varied ways (oral, visual, written, etc.) and to use their linguistic resources to interpret and express their ideas. At this point, we turn to translanguaging as a pedagogical resource to form part of the assessment acts, as discussed by García and Wei (2014). The authors recognize that translanguaging in assessment has the potential to truly gauge students' linguistic and content-related skills (García; Wei, 2014).

As discussed by Megale and El Kadri (2023), Yip and García (2015) highlight the differences in assessment parameters between monolingual and bilingual/multilingual children. While monolinguals can use all available linguistic features to demonstrate their knowledge, bilingual/multilingual students may feel limited when instructed to use only one language, thus restricting their potential. This is reflected in the classroom, where a child may face difficulties in a task restricted to a single language but be able to complete it by using additional linguistic resources. The authors emphasize the importance of teachers understanding that the ability to use a language socially does not necessarily equate to the ability to use it in academic contexts. Yip and García (2015) stress that this distinction is crucial for an accurate assessment of bilingual/multilingual children's abilities.

Ascenzi-Moreno (2018) complements this perspective by discussing that limiting the assessment of reading in emerging bilingual/multilingual students to a single language may cause teachers to miss out on the full range of their students' abilities, leading to partial and inaccurate assessments. The author proposes strategies for a more comprehensive formative assessment of the reading skills of emerging bilingual/multilingual students, as outlined in the following framework:

**Table 3** - Possibilities for the Formative Assessment of Reading in Emerging Bi/Multilinguals

Components	Traditional format	Translanguaging-based format
Introduction of the text	Teachers provide a monolingual introduction to the text. Teachers ask students, in a monolingual way, about their prior knowledge.	Teachers can make culturally relevant connections with the text using the students' additional language and home language. Teachers can activate students' prior knowledge through their home language, the additional language, or both.
Documentation of students' reading	Teachers listen to and document students' reading in order to assess monolingual fluency and reading errors.	Teachers create categories for language and pronunciation, in addition to the traditional errors observed in monolingual students.
Retelling	Teachers ask students to retell the text using only one language.	Teachers invite students to retell the text in the additional language and the home language, and they may use other semiotic resources, such as drawings, for example.
Feedback	Teachers report on the reading assessment and identify students' reading level.	Teachers provide feedback on students' reading skills through their languages and emerging linguistic resources.

**Source:** Adapted from (Ascenzi-Moreno, 2018, p. 358).

In the process of assessing bilingual students, it is important to understand, according to Wei and García (2022), the difference between process and product. The authors emphasize that translanguaging is always available, and multilingual students should be allowed to use it during the learning process as they wish, to make sense of what they are

learning. However, teachers must distinguish between process and product, encouraging students to develop certain products in the form of oral, written, or multimodal texts, at planned moments, in one language or another when that is the specific objective.

For equitable assessment, it is important to consider the content and languages involved in the assessment process, as outlined in this article based on Gottlieb (2006), and also as pointed out by Kunnan (2004) in the Test Fairness Framework: validity, absence of bias, access, administration, and social consequences.

## FINAL CONSIDERATIONS

In this article, we aim to discuss the assessment of bilingual students based on current studies on assessment that address the concepts of assessment literacy and fairness and justice in assessment. We then focus on possible paths for assessing bilingual students, considering the importance of content and language integration throughout the educational process of learners, as well as differentiations and the design of specific language and content objectives for bilingual students. From the complexity of the linguistic practices of bilingual speakers, we address translanguageing as a pedagogical resource and possibilities for assessment based on this understanding of the linguistic practices of bilingual individuals.

We firmly believe that the assessment of bilingual students should be conceived from the complexity and dynamism of their linguistic practices, overcoming an additive model of bilingual education that views the bilingual subject as a double monolingual (García, 2009) and, thus, distancing itself from fixed standards and models that attempt to homogenize the linguistic and cultural knowledge of students. In this sense, there are still many points to be explored that can unfold into relevant research in the field:

- The effectiveness of differentiated assessment strategies for bilingual students, taking into account their proficiency in both languages.
- The ability to produce appropriate results for diagnostic, formative, and summative assessments of bilingual students.
- The impact of using translanguageing as a pedagogical resource on the motivation and self-perception of bilingual students.
- The importance of teacher training on inclusive assessment practices sensitive to the linguistic and cultural diversity of bilingual students.

As highlighted by Gottlieb ([2022]), assessment can either discourage or stimulate bilingual students' motivation and active participation in the learning process, and we consider research in this area to be fundamental for the development of bilingual education in Brazil.

Despite the contributions presented here, we recognize some limitations in this study. First, it consists of theoretical reflections based on current literature, although grounded in practical experiences of training and supporting bilingual schools. Therefore, it is necessary to expand the investigation through empirical studies that explore the concrete application of the assessment strategies discussed, especially in diverse Brazilian contexts. Furthermore, new research could examine in greater depth the effects of translanguageing in large-scale assessments, as well as the impacts of equitable assessment practices on the educational trajectory of bilingual/multilingual students. Recognizing these gaps helps reaffirm the

urgency of a collective commitment to fairer assessments that are sensitive to the linguistic plurality that marks our classrooms.

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