

Synopsis of March 21, 2024 Webinar, “Assessment for Deeper Learning: Rethinking Possibilities and Practice for EL Students”

Panelists: Dr. Eduardo Muñoz-Muñoz, Dr. Sofia Gonzalez-Otero, and Dr. Ma Bernadette Salgarino

Moderators: Dr. Brent Duckor and Dr. Carrie Holmberg

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As classrooms grow more diverse, the need for equitable, inclusive, and transformative assessment practices for English Learners (ELs) has never been more urgent. A recent webinar hosted by the Center for Innovation in Applied Education Policy explored the possibilities of “Assessment for Deeper Learning” (AfDL) in EL contexts. Featuring insights from education leaders, researchers, and practitioners, the discussion emphasized how reimagined assessment practices can support multilingual learners in achieving academic success, personal growth, and civic readáá ic success

One of the central challenges discussed during the webinar was the disc

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Collaboration emerged as a cornerstone of effective assessment practices. The East Side Alliance implemented professional learning communities where teachers co-designed assessments, analyzed student work, and developed re-engagement lessons. This approach allowed teachers to share strategies, build their capacity to address linguistic diversity, and create assessments that were more aligned with students' needs.

Dr. Muñoz-Muñoz called for systemic support to reduce teacher isolation and ensure collaboration is embedded in school structures. "Teacher collaboration must be prioritized and compensated," he stated, emphasizing the importance of creating time and space for meaningful professional dialogue.

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Assessment systems must reflect the realities of multilingual learners by valuing their entire linguistic repertoire. Dr. Gonzalez-Otero advocated for the development of psychometrically comparable assessments across languages, ensuring that students' abilities in their home language are recognized alongside their progress in English.

Multimodal assessments—incorporating oral, visual, and kinesthetic components—also offer opportunities for students to demonstrate their understanding in ways that transcend traditional written formats. Dr. Salgarino noted that mathematical reasoning, for example, can be expressed through drawing, modeling, and collaborative problem-solving.

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Involving students in the assessment process was another key theme. By co-designing learning goals and self-assessment tools, educators can empower EL students to take ownership of their learning. This is a

