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## Assessing the multilingual competence and plurilingual individuals' skills and knowledge: similarities and divergences

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Assessment continues to reflect the traditional views of language separation and multilingualism is still considered as pluri-monolingualism (Dendrinos, 2020; Lopez, Turkan & Guzman-Ort; Stavans & Hoffmann, 2015). In educational institutions, languages remain separate from each other and assessment focuses on competences in each of them. Additionally, educational policy is usually framed as a challenge for multilingual assessment (Saville & Seed, 2022).

Since „multilingual assessment“ often refers in academic publications, on one hand, to the assessment of multilingual competence and, on the other hand, to the assessment of non linguistic competences of multilingual persons, we will draw the distinction between both types of assessment but also highlight the multiple commonalities in the two evaluation processes (Melo-Pfeifer & Ollivier, in press).

We will focus on the definitions of “multilingual competence” and “multilingual individual” to lay the ground to:

- i) the differentiation of principles, goals, and outcomes at stake in both in the assessment of multilingual competence and multilingual individuals' skills and knowledge;
- ii) the different assessment procedures and instruments currently being proposed and implemented.

To clarify our theoretical presentation, the outcomes of two European projects will be presented: i) the Erasmus+ EVAL-IC project to exemplify how the multilingual competence can be assessed, ii) the METLA project from the European Center for Modern Languages to illustrate the assessment of multilingual students at school.

With this contribution, we want to feed the theoretical academic discussion on “multilingual assessment” and to open concrete pedagogical avenues as answers to the challenges posed by the assessment of multilingual competence and by the assessment of non-linguistic competences of multilingual individuals.

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