
Defining Alternative Constructs of Multilingual Assessment in Higher Education: Assessment in Multilingual Contexts

Eva Rodríguez-González¹ & Rosita L. Rivera²

¹University of New Mexico, ²University of Puerto Rico-Mayagüez
evarg@unm.edu, rosita.rivera@upr.edu

This paper is part of a larger project that provides practitioners within the field of heritage languages contexts in the Americas with examples of challenges faced by these academic communities in the design and implementation of effective assessment practices. The proposed presentation will provide a multidimensional perspective in which different communities of learners are represented.

The first part of the presentation seeks to depict and problematize current research in assessment methods and theories explored in Higher Education to assess language learners. These perspectives include different language learner profiles, multiple varieties of languages used in the classroom as well as different learning contexts in Higher Education. We will provide one example of challenges faced by two different contexts. The example examines how learner's judgments about their abilities to organize and perform given tasks influence their reported self-efficacies and ultimately inform curricular and assessment practices. Specifically, the project investigates the self-perceived capabilities of Spanish language students enrolled in second language (L2) and Heritage programs in two domains, speaking and writing, throughout a sequence of Beginning and Intermediate courses at a university in the U.S. Southwest. For the last part of the presentation, we will provide suggestions and recommendations for language assessment in multilingual contexts. We will include implications for teacher training in these types of contexts.

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