
Multiple dimensions of multilingual tests: Theory, education and justice

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This paper digs deeper into the multiple facets of multilingual assessments from a number of perspectives in relation to two varied language minority groups in schools. Theoretically, it examines the construct of academic/multilingual cognitive processing; educationally, demonstrating how multilingual tests enhances learning and school achievements, and justice and fairness by incorporating the full language repertoires. The paper reports on sets of empirical results along these perspectives and will encourage educational systems to use of multilingual tests for language minority students for academic achievements, enhancing group identity and addressing social justice.