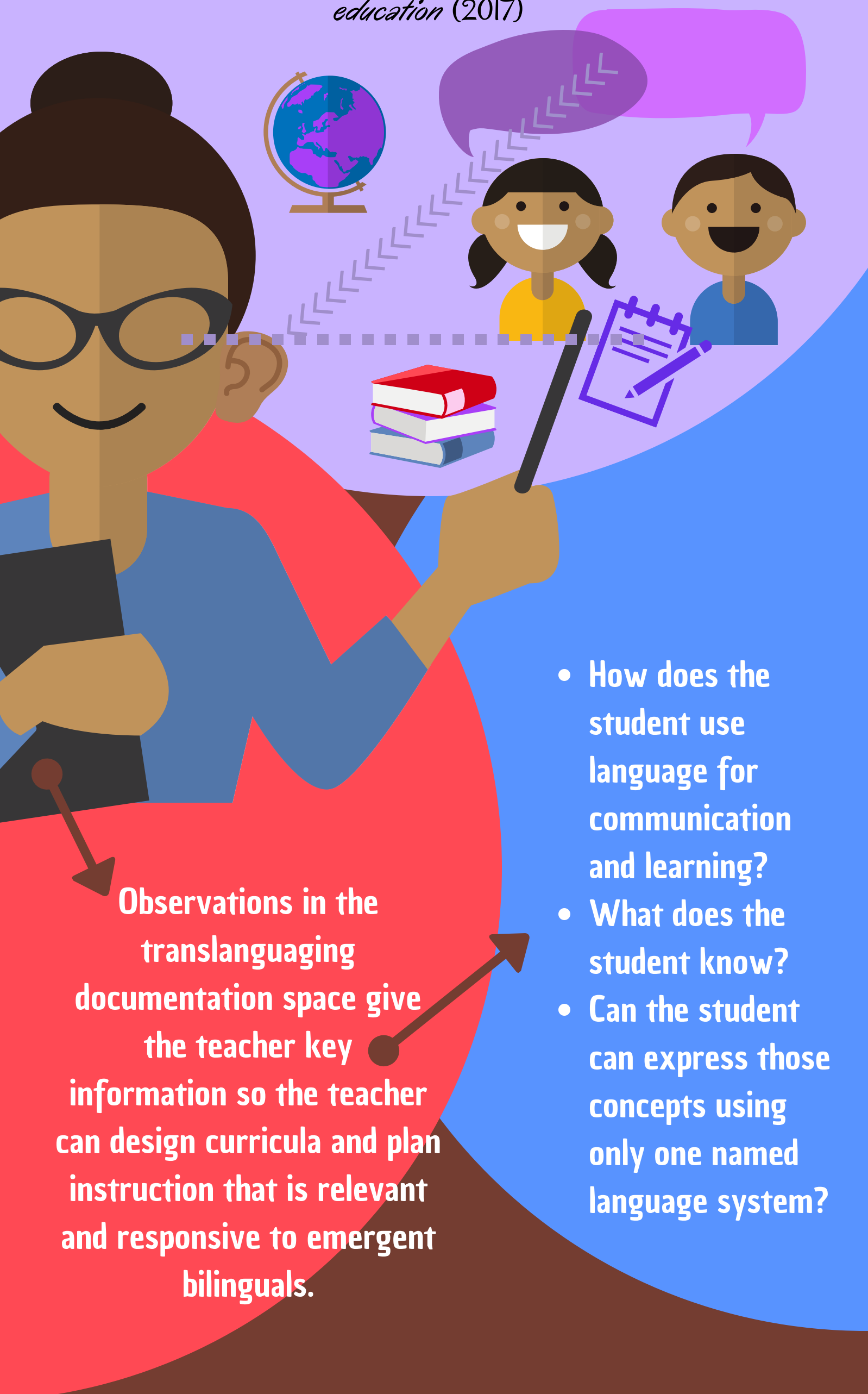


TRANSLANGUAGING: DOCUMENTATION

"...Teachers rarely have a chance to gauge students' full conceptual or linguistic understanding because they are constrained by the isolated use of one language. Learners then do not have full opportunity to truly show what they know, and teachers cannot accurately assess their performances..."

"To better understand what bilingual students know, teachers need to assess their language performances holistically, regardless of the named language to which the features are said to belong. Otherwise, the language and academic profile of bilingual students will be woefully underestimated, which leads to perspectives of deficit."

María Teresa (Maite) Sánchez, Ofelia García & Cristian Solorza
Reframing language allocation policy in dual language bilingual education (2017)



Observations in the translanguaging documentation space give the teacher key information so the teacher can design curricula and plan instruction that is relevant and responsive to emergent bilinguals.

- How does the student use language for communication and learning?
- What does the student know?
- Can the student can express those concepts using only one named language system?