Are they getting it? Teaching and Assessing Content in Multilingual Classrooms
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Suggestions for Making Content Comprehensible for Multilingual Learners
& Formative Measures of Student Learning

Teaching and Assessing Content by Language Ability	Class Size			
	Small **15-25 students**	**Medium** **26-40 students**	**Large** **41+ students**	**Individual Tutoring or Consultations**
Listening	Recommendations for Teaching-Lecturing: • Reduce your rate of speech • Limit use of idiomatic expressions and examples from American history or pop culture (or provide explanation) • Preview key words/concepts • Provide visuals in advance: PowerPoint or lecture outlines • Review previous lesson before introducing new content • Avoid "cold calling" on multilingual learners to check comprehension (alternative suggestions below) • Avoid asking " Are there any questions?" as measure of comprehension (alternative suggestions below)			
	• Pair/Small Group Discussions • Oral Summaries • 3-2-1 Exit Slip • Poll Everywhere	• Pair/Small Group Discussions • Oral Summaries • Modified 3-2-1 Exit Slip • Poll Everywhere	• Modified Pair-Small Group Discussion • Short Quiz on Bb (immediate feedback) • Poll Everywhere	• Preview/Review key vocabulary and concepts • Build connections between lectures and course readings • Develop "short-hand" for key words (by discipline)
Reading	Recommendations for Teaching-Lecturing: • Preview texts and their features • Discuss style and format of texts • Promote discussion of reading processes (asking about 'how' students read as well as 'what' they read) • Provide clear measurable prompts • Vary prompts to promote varied reading skills			

	• Small group pre-reading/ previewing and post-reading/ review discussions • Individual conferences concerning reading • Reading summaries • Assigned reading pairs/groups for certain assignment(s)	• Small group pre-reading/ previewing and post-reading/ review discussions • Reading summaries • Assigned reading pairs/groups for certain assignment(s)	• Class pre-reading/ previewing and post-reading/ review discussions • Bb reading quizzes	• Class pre-reading/ previewing and post-reading/ review discussions • Build connections between lectures and course reading
Writing	Recommendations for Teaching-Lecturing: • Provide opportunities for students to discuss their writing process and product (Pre-writing; during writing; post-writing) • Review assignment prompts and define key writing terms (e.g. "reflect;" "discuss;" "analyze;" "critique") • Discuss course sources as *texts* and not as *information* (i.e. "what is the author doing?" versus "what is the text about?") • Explain the differences between the *mechanics* of citation and the *economy* of citation • Provide models of exemplar student work • Include rubrics that distinguish between content knowledge and writing skills			
	• Individual conferences (Pre-writing; during writing; post-writing) • Budget time in the content course to identify effective writing moves in a sample course readings • Budget time in the content course to assess effective writing moves in sample student writing • Design in-class or homework activity that requires students to investigate the disciplinary values of citation styles • Discuss exemplar student work that successfully engages with course content • Provide multiple opportunities for informal, low-stakes writing exercises about course content	• Group conferences (Pre-writing; during writing; post-writing) • Budget time in the content course to identify effective writing moves in a sample course readings • Budget time in the content course to assess effective writing moves in sample student writing • Explain the importance of citation to the disciplinary research communities (moving beyond citation mechanics) • Discuss exemplar student work that successfully engages with course content • Provide multiple opportunities for informal, low-stakes group discussions about course content	• Group conferences (Pre-writing; during writing; post-writing) • Develop online module that identifies effective writing moves in a sample course reading • Develop online module that identifies effective writing moves in sample student writing • Outline the importance of citation to disciplinary research communities (moving beyond citation mechanics) • Provide exemplar student essay that successfully engages with course content • Provide multiple opportunities for informal, low-stakes group discussions about course content	• Decode the assignment prompt and teacher expectations • Discuss the writing process as well as the writing product • Articulate the relationship between the course content and the student's written product • Explore the culture and conventions of citation and its importance to disciplinary research communities