


Chapter 13

Bridging Assessment and Learning for Multilingual Learners Through Culturally and Linguistically Responsive Design: A Diploma Programme Case Study

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ABSTRACT

In today's globalized societies, educational systems around the world must provide learning and assessment experiences for students with diverse linguistic and cultural repertoires. This impacts all areas of pedagogy and assessment, from curriculum development and teaching in multilingual settings, to designing culturally and linguistically responsive assessments. Whilst these areas are often investigated separately, the alignment of curriculum and assessment design for linguistically and culturally diverse learners is rarely explored. This chapter examines a co-design process in the International Baccalaureate (IB) where curriculum and assessment were developed concurrently, and explores how the approach aligns with principles of culturally and linguistically responsive assessment for learning. An autoethnographic assessment task in the new IB language and culture Diploma Programme (DP) subject exemplifies how linguistically and culturally responsive design has the potential to empower and engage students, whilst valuing their individual identities, and encouraging student agency.

INTRODUCTION

Learners' diverse identities, including linguistic and cultural background, race, gender, neurodiversity, and social class, shape how they see themselves and engage with the world. These intersecting dimensions also profoundly influence students' ways of knowing and how they interact with learning environments and assessments. Therefore, these complex dimensions must be thoughtfully and purposefully integrated into curriculum and assessment design processes.

Educational researchers and teachers have long attended to the ways identity shapes student learning and sought to advance inclusive educational practices to help learners feel “welcome” in schooling contexts and reach their fullest potential. Inclusive teaching has been a focus in educational research for over 30 years (Steniford & Koutsouris, 2021; Van Mieghem et al., 2020) and is supported in academic journals such as the *International Journal of Inclusive Education*. Numerous books have focused on inclusive pedagogy (e.g., Sathy & Hogan, 2022; Talusan, 2022), including trauma-informed pedagogy, anti-racist pedagogy, anti-ableist pedagogy, and culturally and linguistically responsive pedagogy (Gay, 2018; Ladson-Billings, 1995, 2021; Muhammad, 2020). More recently, discussions have focused on incorporating such approaches into large-scale assessment design and practices (Bennett, 2023; Randall et al., 2022). This chapter seeks to add to that conversation by exploring how culturally and linguistically responsive (CLR) assessment for learning aligns with design processes in the International Baccalaureate (IB). The IB provides a

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