

Potential Benefits of Bilingual Constructed Response Science Assessments for Understanding Bilingual Learners' Emergent Use of Language of Scientific Investigation Practices

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Research is inconclusive about the value of bilingual constructed response assessments with bilingual learners for improving science teaching and learning. As part of a 3-year study to develop a pedagogical model and professional learning framework for teaching science inquiry practices and the language of science to middle school students, we developed a bilingual constructed response science assessment. We analyze the written responses of 180 Latino/a students with particular attention to their language choices, through a fine-grained systemic functional linguistic analysis. Student responses highlight potential benefits of building on first language resources to support critical thinking and science learning through writing.

DOI: [10.37514/DBH-J.2014.2.1.05](https://doi.org/10.37514/DBH-J.2014.2.1.05)