



Co-creating a school-child-family rubric for evaluating children's plurilingual and intercultural competence in a Catalan primary school

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Executive summary

This project explores the co-creation and piloting of an evaluation rubric for primary-age children's plurilingual and intercultural competence, developed collaboratively by teachers, children and parents/carers. Central to this aim is the principle that all stakeholders should contribute to and share an understanding of what plurilingual and intercultural competence entails, an understanding that is both accessible to children and relevant to children's everyday experiences and local context. The project engages with CEFR descriptors concerning children's plurilingual and intercultural competence, encouraging partners to bridge macro-level frameworks with the micro-level, lived plurilingual and intercultural practices of children in 'superdiverse' (Vertovec, 2007) settings, including school, home and community scenarios.

The main objective is to ensure that the rubric and its descriptors meet specific design and usability criteria. These include being user-friendly and jargon-free; being understandable in terms of language use; being engaging for children, parents and teachers; aligning with naturally occurring classroom activities; being sustainable and digitally accessible; accommodating age differences across primary cycles (lower, middle, upper); incorporating visual support for families who may not share the school's main vehicular language and adapting formats to suit different age groups.

In line with these aims, the following research question was devised: How can teachers, parents/carers, children and teacher trainers/researchers co-create a rubric that (1) incorporates both European competence/curriculum descriptors, (2) is relevant and context sensitive to children's plurilingual and pluri-/intercultural practices in school, home and community scenarios, and (3) considers design and usability issues?

This study contributes to the under-researched areas of rubric co-creation, stakeholder involvement in assessment and the evaluation of plurilingual and intercultural competences in primary education. It aims to provide a model for inclusive assessment practices that value children's full linguistic and cultural repertoires, that is not limited to the official languages of schooling but that integrates children's full repertoires. The outcomes of both the rubric and the co-creation process offer an innovative, holistic approach to understanding and evaluating children's abilities, skills and knowledge across various life domains, supporting more equitable and representative educational assessment.

Introduction

1.1 Aims

This project aims to facilitate the co-creation and piloting of an evaluation rubric for primary-age children's plurilingual and intercultural competence by teachers, children and parents/carers. The underlying principle of this aim is that all stakeholders (children, teachers and parents/carers) have a shared input into and understanding of what plurilingual and intercultural competence is and that this understanding is accessible and relevant to children's lives and specific context. In line with this, the project aims to work with Common European Framework of Reference for Languages (CEFR) descriptors related to children's plurilingual and intercultural competence with all partners considering the macro-level frameworks (a European framework/school curriculum), while also seeking to reflect and respond to micro/local plurilingual and intercultural practices of children in 'superdiverse' (Vertovec, 2007) contexts, including school, home and community scenarios.


In addition, the project aims to ensure that the design and usability considerations of the rubric are taken into account, namely that the rubric and descriptors should:

- be user-friendly
- be comprehensible, using plain language (no jargon)
- be understandable in terms of which languages are used
- be engaging for all partners (parents, teachers and children)
- be able to match the naturally occurring activities within classes/school whereby children can demonstrate their plurilingual and intercultural competences
- be as sustainable as possible (i.e. digitally available)
- be appropriate for the different ages of the children across the three primary school cycles (lower, middle and upper)
- include visuals as a support for families (who do not share the main school's vehicular language) to communicate meaning (of the child's competence achievement)
- consider different formats for different ages.

1.2 Research question

In line with these aims and to shed light on how the co-creation of the rubric can attend to both macro- and microlevel considerations, the following research question was devised:

How can teachers, parents/carers, children and teacher trainers/researchers co-create a rubric that (1) incorporates both European competence/curriculum descriptors, (2) is relevant and context sensitive to children's plurilingual and pluri-/intercultural practices in school, home and community scenarios, and (3) considers design and usability issues?



The study aims to provide insights into the under-researched area of rubric co-creation, parent/carer and child involvement in assessment practices and the evaluation of primary-age children's plurilingual and intercultural competence assessment. The outcome of the rubric and the process of co-creation may serve as an innovative way to showcase how plurilingual and intercultural competences can be evaluated by all partners, not just teachers, and therefore how to be used as a self-assessment, family-assessment and teacher-assessment tool. This is in order to have a more holistic/global understanding of children's abilities, skills and knowledge within and beyond the classroom. Such an outcome has the potential to value and recognise the full linguistic and cultural repertoire that children bring to school, and that does not just pertain to official school languages.

Literature review

2.1 Definitions of plurilingual, pluricultural and intercultural competence

The interrelation between language and culture has been proposed by some authors as ‘inseparable’. The notion that languages are inseparable from the cultures in which they have evolved (Byram et al, 2002; Candelier et al. 2012; Castellotti & Moore 2011; Hu 2011) has been highlighted by Chen and Hélot (2018). This inseparability has led to a number of constructs that are necessary to understand in order to co-create a rubric that (1) fits with European competence/curriculum descriptors that teachers have to work with; (2) is relevant and context-sensitive to children’s plurilingual and pluri-/ intercultural practices in school, home and community scenarios; and (3) considers design and usability issues. These constructs include plurilingual and pluricultural competence, intercultural competence, intercultural communicative competence (ICC) and transcultural education, which we will subsequently outline.

Whereas the primary Catalan curriculum, from the Catalan Education Department (Departament d’Ensenyament, 2015a) uses the term ‘Plurilingual and intercultural competence’, the CEFR refers to ‘Plurilingual and pluricultural competence’. Indeed, the terminology has been noted as being unstable across various documents (Chen & Hélot, 2018). The Education Department of Catalunya describes plurilingual and intercultural competence as the following ‘dimension’: ‘The competences in this dimension highlight content related to skills and abilities for coexistence, respect and understanding between people based on the social uses of languages in multilingual contexts. It starts from the idea that learning languages is, before anything else, learning to communicate with other people, to make contact with different realities and to assume one’s own expression as a fundamental modality of openness to others’ (authors’ translation from Catalan to English, of the regional Curriculum from the Catalan government – Departament d’Ensenyament, 2015a: 32). This is elaborated further in the latest version of the Catalan primary curriculum (Departament d’Ensenyament, 2022).

The Council of Europe addresses ‘pluri’, ‘bi’ and ‘inter’ in the document ‘Plurilingual and pluricultural competence’ by Coste et al. (English version, 2009). ‘Plurilingual and pluricultural competence’ (henceforth PPC) (Coste et al., 2009), as referred to by the CEFR Companion Volume (2018), is described as follows:

Plurilingual and pluricultural competence refers to the ability to use languages for the purposes of communication and to take part in intercultural interaction, where a person, viewed as a social actor, has proficiency, of varying degrees, in several languages and experience of several cultures. This is not seen as the superposition or juxtaposition of distinct competences, but rather as the existence of a complex or even composite competence on which the social actor may draw. (Coste et al., 2009: 11)

Castellotti and Moore (2011) use the term ‘plurilingual and pluricultural competence’ and have emphasised PCC as one entity and not two distinct forms of competence. Chen and Hélot (2018) also propose that PPC:

is partial, unbalanced, dynamic, evolving, and composite, refer[ing] to the use and the management of one’s plurilingual repertoire, being constantly renewed and restructured, within a multilingual and multicultural context, whether it is to communicate with others, to express oneself critically or to learn languages or through other languages than the dominant one, yet without silencing one’s competence in that language (p. 173).

Chen and Hélot (2018) propose that the interrelatedness can be seen in individuals that ‘have resources they can deploy to deal with linguistic and cultural diversity as well as otherness when they wish to communicate in exolingual contexts, to adapt to a multicultural community or engage in an intercultural-interpersonal-relationship, etc.’ (p. 162). Exolingual communication contexts can be understood as situations where speakers do not share a common language. While children in this project generally find a shared language to communicate in (mostly a school-taught language of Catalan, Spanish, English, or a mix, or another shared language that at least two children speak, for example Urdu), the fact that there are so many languages present in their classes means that children are exposed to many different languages and cultures at school, which they may or may not be familiar with or share, but need to find ways in which to communicate and work together.

The unbalanced and partial nature of PPC has also been noted by many authors, including Coste et al. (2009), Candelier and Castellotti (2013) and Castellotti and Moore (2011). An example of this is that ‘an individual can be more confident in oral production in one language, but more confident in written production in another language; or can be familiar with the culture of a specific community without necessarily being able to speak the language’ (Chen & Hélot, 2018: 172). Building on Chen and Hélot’s (2018) description, we understand that PCC can be understood as dynamic, evolving and composite, which is made up of several parts or elements and can be built up over time.

In this definition, pluricultural competence can be seen to encompass intercultural interaction as part of pluricultural competence. However, this study conceptualises the terms as being connected but different. That is to say, the emphasis is different, and the speaker’s relationship to the languages involved in the interaction may be different: whereas ‘intercultural’ is concerned with a person’s relationship with cultures that they are not familiar with, ‘pluricultural’ is concerned with cultures that form part of that person’s existing cultural repertoire (that they are familiar with). Someone’s plurilingual repertoire can change over time so that, for example, a regional culture that someone is initially unfamiliar with because they are a newcomer may form part of their pluricultural repertoire after years of living in the region. This can mean that the person also may adopt/celebrate certain traditions, foods and language of the local culture. A person’s initial unfamiliarity can

be moved beyond by being open to other/new cultures (reflected as part of intercultural competence), to it finally forming part of their pluricultural repertoire. We propose that a person's initial unfamiliarity with a culture can also minimally develop (e.g. due to lack of exposure or avoidance of an unfamiliar culture) or partially develop (e.g. due to some engagement with an unfamiliar culture, for example through buying food in a market in an unfamiliar place). This familiarity can develop more fully by the person making friends with others from different cultural backgrounds than themselves and attending cultural events relating to their friends' cultural background(s). It follows in all these examples that communication in the unfamiliar language (whether minimal one-way communications or fuller two-way exchanges) is a prerequisite in developing such intercultural competence related to other, unfamiliar cultures. By distinguishing between pluricultural competence and intercultural competence in this way, we can hypothesise that a person may have highly developed plurilingual competence that draws on their own cultural repertoires, but owing to external factors (such as opportunities for exposure and engagement through travel) or internal factors (such as fear or prejudice), their intercultural competence may look very different. In this project we conceptualise that children can develop both pluricultural competence (relating to cultures of familiarity and that they consider are part of their repertoire) as well as develop intercultural competence that can encompass curiosity and respect towards people related to cultures that are unfamiliar to them.

Some of these ideas are reflected in the work of Fantini (2020), who undertook extensive reviews of the terminology and models that describe abilities needed for effective intercultural interaction. Fantini (2020) noted nearly 50 terms in use in the literature, including 'intercultural effectiveness', 'intercultural sensitivity' and 'global competence', that emerged from various models (see, among others, Byram, 1997; Deardorff, 2004; Edelstein, 2014; Martin & Nakayama, 2000). After extensively reviewing all the models and terms used in the research literature, Fantini (2020) stated that the term 'intercultural communicative competence' emerges as perhaps the most comprehensive and most accurate, and it is this term that Fantini proposes language educators and interculturalists should adopt and work together on. Fantini (2020) also proposed that 'Input from others, specifically from other languages and cultures, is essential' (p. 56) and that 'Etic and emic [...] are relevant concepts that must be applied to our work [...]. Our goal is to attempt to grasp the emic view of another culture. For example, how natives see their own culture, not how we see it' (p. 56). Fantini (2020) suggests that this 'is also quite impossible without also entering into the host language, in which emic thoughts are encoded' (p. 56). 'Emic' refers to an insider's perspective (in our case the children and families), whereas 'etic' represents an outsider's perspective (in our case the CEFR descriptors of the competences and how they are demonstrated among the children).

Because this study conceptualises that other, initially unfamiliar, cultures can form part of a person's own cultural repertoire at some point (for example due to exposure to and engagement in cultural activities), we conceptualise that 'emic' can be described as dynamic and evolving and is not a fixed status in the form of an 'us' and a native's 'other' or

etic/emic. Instead, unfamiliar culture can become familiar over time within an emic perspective.

The theoretical relationship between pluricultural competence and intercultural competence that the project is based on does not completely fit with Fantini's (2020) point that it is quite impossible to develop intercultural competence in 'superdiverse' (Vertovec, 2007) linguistic and cultural contexts without also entering the 'host' language.¹ This is because many children already have an extensive linguistic repertoire (which implies a cultural repertoire also) before the host language may be considered. In addition, the host language may be considered by children as a heritage language (henceforth HL) (such as Spanish and Catalan), because they have been hearing it since they were born, even if their families do not speak it at home, for instance. The term 'host', however, may be useful for newcomers, but once the regional and national language of Catalan and/or Spanish forms part of their repertoire – albeit understanding it to some degree – the term is also conceivably then redundant.

Instead of the term 'host', the term 'unfamiliar' better suits the context and participants in this project as they are exposed to and/or involved in many unfamiliar languages and cultures through contact with their classmates. In this sense, language and communication in the 'unfamiliar' language becomes a central pillar in our conceptualisation of intercultural competence. Language, communication and the relationship with culture can be understood through the construct of ICC.

2.2 Intercultural communicative competence (ICC) and transcultural education

Byram (1997) proposes the term 'intercultural communicative competence', which refers to the ability to use a second language (L2) to interact successfully with someone from different cultural and linguistic backgrounds. This, according to Byram (1997) is made up of characteristics, attributes, and abilities, dimensions of knowledge, attitudes, skills; and it involves target language proficiency and is a longitudinal, developmental process (as can be seen in Figure 1). Lee et al. (2023) suggest that 'ICC can also be broadly characterized as having the capability to use effective and appropriate linguistic and paralinguistic strategies to achieve the goal of communication between speakers of different languages' (p. 3).

¹ Although within a school setting or wider social settings, this is arguably undesirable owing to the negative impact on learning this inevitably can bring if children do not understand or speak it sufficiently so that they can interact with other children or adults born or raised in the country/region of schooling.

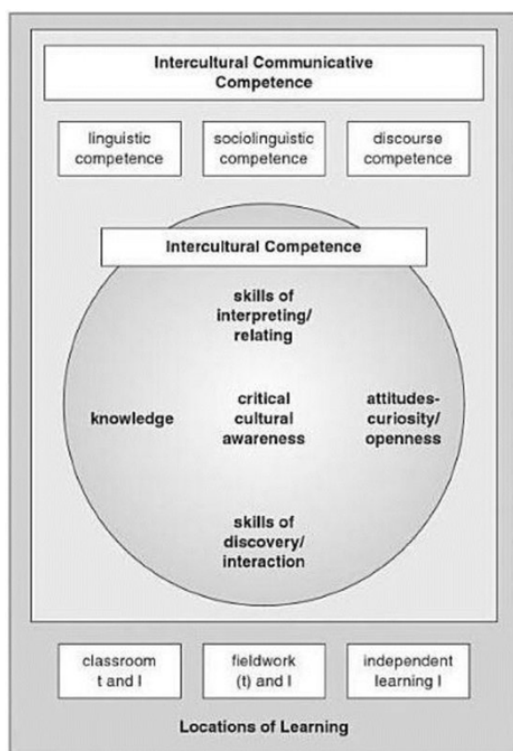


Figure 1: Byram's model of intercultural communicative competence. From 'Enhancing intercultural communicative competence in an online collaborative assessment environment' in Pežik, 2012, p. 6

In our context, we contend that communication between speakers of different languages may not occur in the L2 (which no longer makes sense as a term when many children speak or understand four or five languages) because children are taught three school languages and are also exposed to other languages at school, especially when two or more children share the same (non-taught) language in class. The key role of ICC in language education, according to Byram et al. (2002), should be in helping learners to act as intercultural speakers or mediators who possess the following two competences: linguistic competence that is needed to formulate what they want to express in correct and appropriate ways and intercultural competence that prepares learners 'to understand and accept people from other cultures as individuals with distinctive perspectives, values, and behaviours, and to help them see such interaction is an enriching experience' (Byram et al., 2002: 10).

ICC is conceivably a more appropriate construct for this context as it explicitly links to the languages area of the curriculum and CEFR, encompassing all European languages, but it also allows for non-European languages, all of which children in this project experience owing to the 'superdiverse' (Vertovec, 2007) nature of many children's migrant backgrounds (either newly arrived or first generation born from migrant families). The proposed reconceptualisation of IC to ICC, as proposed by Fantini (2020) and as can be seen in Figure 2, has implications for a full range of decisions in the field of education, which we will explore more fully in the subsequent sections.

This brings us to the question of what model or models of ICC would meet the needs and reflect the linguistic and cultural realities of plurilingual children, many from migrant backgrounds, who are generally familiar with four or five languages that may or may not include school-taught languages?

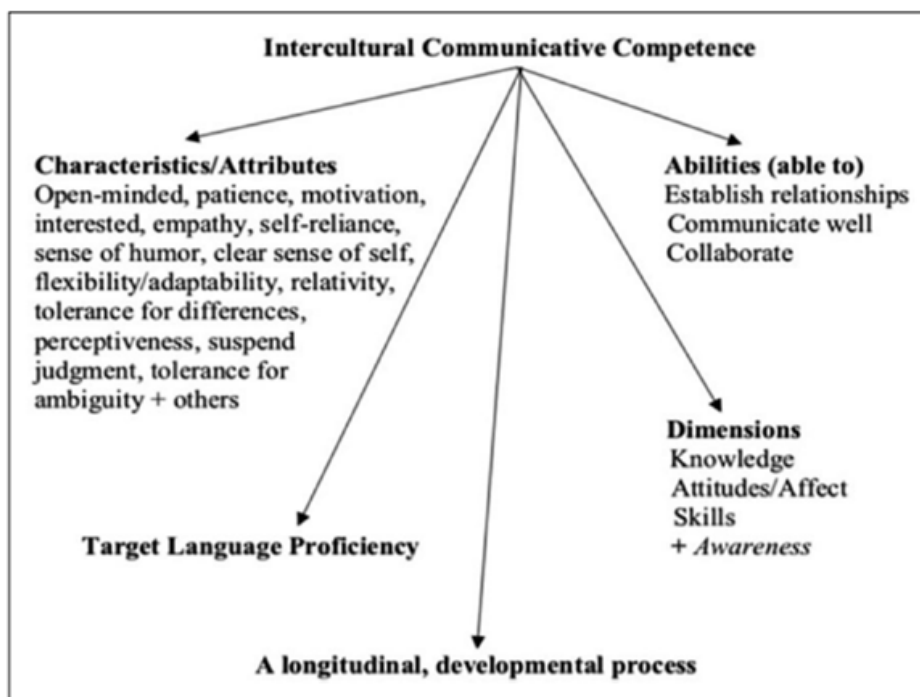


Figure 2: Components and aspects of intercultural communicative competence. From 'Reconceptualizing intercultural communicative competence: A multinational perspective' in Fantini, 2020, p. 4

2.3 Language and culture integrated models for language teaching

Fantini (2000, 2001, 2020) devised a model of ICC that included the constructs of awareness, attitudes, skills and knowledge that are necessary for learners to demonstrate an understanding of and empathy with others on a local and global level. Fantini (2020) also proposed that 'target language development cannot be omitted, despite its absence from most models' (Fantini, 2012: 263–278). Indeed, Fantini (2020) emphasises that target language ability, measured in proficiency terms, is required as a fundamental component of ICC (2020). In the case of our context, if the host language is considered to be Catalan and Spanish, then Catalan and Spanish are already typically part of many children's linguistic repertoire. According to Fantini (2020), 'if language is indeed fundamental to ICC, language educators and interculturalists must work together' (Fantini, 2020: 56), and professional societies within the field of language teaching 'should identify ICC as their common goal, sharing concepts, models, practices, and assessment procedures' (p. 56).

Another language and culture integrated model is 'Transcultural Communication', proposed by Baker (2021). Baker (2021, 2022) approaches this model from the perspective of L2 teaching and proposes that in addition to intercultural communication, educationalists

should be increasingly focused on transcultural communication, characterised as communication through, rather than between, linguistic borders to provide language education with what Baker argues is a more ‘holistic picture of communication’ (Baker, 2022: 4). This picture encompasses ‘a range of semiotic resources and multiple cultural scales beyond named languages and cultures that L2 users may engage with’ (Baker, 2022: 33). Baker (2022) proposes that this reconceptualisation is necessary because there is a need to address the mismatch between current language teaching theory and practice, and the multilingual and intercultural reality of the majority of L2 use. Baker also proposes that the current understanding of communication and culture in the field of language teaching and learning is based on a simplistic view of communication. Meanwhile, ‘the linguistic and cultural diversity of contemporary social spaces, both physical and virtual, has given rise to a correspondingly dynamic and variable range of communicative practices’ (Baker, 2022: 1). For language teaching, ‘the complexity of these communicative practices raises difficult questions about how we understand core concepts in applied linguistics, such as the nature of language, communication, identity, community and culture. This subsequently has implications for how we can best teach language’ (Baker, 2022: 1). Baker (2021) also argues that because emergent cultural practices and references are commonly seen but are not part of any one culture or, crucially, are necessarily in between cultures, ‘the traditional metaphor of “inter” for intercultural communication is no longer adequate and such communication is better approached as transcultural communication where borders are transcended, transgressed and in the process transformed’ (Baker, 2021: 280). As a response to this mismatch, and to better reflect the realities of many plurilingual learners, Baker (2022) suggests that language teaching should focus instead on intercultural and transcultural communication and combining this notion with ‘commensurable theories of translanguaging and transmodality’ (Baker, 2022: 4), as suggested by Li (2018). In doing so, teachers will be framing communication as being both intercultural and transcultural, and the role of language teaching would be to prepare learners for this. Baker suggests that ICC (from Byram, 1997), performative competence (Canagarajah, 2013), symbolic competence (Kramsch, 2010) and intercultural and transcultural awareness (from Baker, 2015; Baker & Ishikawa, 2021) are more appropriate conceptualisations of the knowledge, skills and attitudes needed to successfully engage in intercultural and transcultural communication. The levels and descriptors that Baker (2022) proposes are presented in Figure 3.

| Traditional language teaching | Transcultural language teaching |
|--|---|
| National-scale standard language ideologies with national language varieties associated with national cultural characterisations | A critical approach to language, culture and identity that challenges dominant established discourses and recognises the global role of languages (e.g. English as a multilingua franca) for transcultural communication across and through borders |
| Communicative competence with a focus on linguistic and grammatical competence | Intercultural communicative competence (ICC) and awareness (ICA) including pragmatic competence and fostering positive attitudes to difference and 'others' |
| Native-speaker models | The intercultural speaker and intercultural citizen as models |
| Focus on linguistic products, such as grammar, vocabulary and pronunciation | Focus on processes of communication and adaptable use of communicative resources including awareness of multilingualism and translanguaging (e.g. English as a multilingua franca (EMF) awareness) |
| Endonormative, centre methodologies and approaches (often Anglocentric) | Teaching based on local contexts and cultures |

Figure 3: Transcultural language education principles. From *Intercultural and Transcultural Awareness in Language Teaching* in Baker, 2022, p. 63

Based on the items that pertain to transcultural language teaching listed by Baker in the second column of Figure 3, we note that they are highly relevant to the profile of many children in this study. First, most children can be understood to represent intercultural speakers and intercultural citizens as opposed to aligning with native speaker models; second, children are encouraged by the school to have positive attitudes to difference and 'others' (and generally do so according to teachers), which is encapsulated in ICC and intercultural awareness (ICA). Similarly, translanguaging forms part of children's daily practices. Therefore, Baker's (2022) transcultural language education model seems highly applicable to the context and partners in this study. Although we did not use Baker's (2022) model when selecting the initial descriptors in the project, there is a natural fit with the model in terms of how language and cultural practices are understood and assessed in the project.

2.4 Theoretical and practical considerations for terminology choice and descriptor selection for the school project

Despite the instability of the terminology for pluricultural and intercultural competence (Chen & Hélot, 2018; Fantini, 2020), we saw that from the school's perspective it was important that we used the same terms as the Catalan curriculum because this is what the teachers need to assess. Furthermore, in a school context with children in linguistically and culturally 'superdiverse' (Vertovec, 2007) classes (e.g. 21 different languages that can be understood or spoken out of 26 children), intercultural competence has another applicability: that children already have the school and regional culture (pertaining to

Catalan and Spanish to varying degrees) as part of their pluricultural and plurilingual competence (i.e. they can understand and/or speak both to functional levels). Therefore, one of the challenges would be to demonstrate intercultural competence (e.g. knowledge, attitude, skills) towards children whose heritage language and/or cultures do not pertain to local/regional repertoire and vice versa. We identified the descriptors provided by the CEFR companion volume (Council of Europe, 2018) relating to ‘Plurilingual and pluricultural competence’, ‘Communicative language strategies’ and ‘Communicative language activities’ that encompassed ‘Mediation’ as an ‘activity, strategy or competence’ to be the best fit for this purpose.

After the decision to use the term ‘intercultural’ rather than ‘pluricultural’ alongside the term ‘plurilingual’, the next step was to attend to the descriptor levels (pre-A1 to C2²) that were most appropriate for primary-age children and the scope of plurilingual and pluri-/intercultural³ competence.

With respect to the levels, it may have been tempting to consider beginner level only for primary-age children, for example up to A2, especially as in the state system primary-age children are not expected to achieve beyond A2 in a foreign language (which usually corresponds to English in Catalan state schools). The minimum requirement for achievement in a foreign language by the 6th year of primary school is between A1 and A2 (Departament d’Ensenyament, 2015b). However, many children may have this foreign language as heritage language or as part of their pre-existing linguistic repertoire as plurilinguals. This implies that we needed to consider including descriptors beyond A2 to accommodate these children, the assumption being that if (some) children demonstrated B1 or B2 skills in a single language (e.g. English as a foreign language), then the plurilingual and pluri-/intercultural competence could also be higher.

One of the researcher’s previous knowledge about the school, as both a researcher and a school parent, also meant that researchers already had a hypothesis that children’s plurilingual and intercultural competence might be demonstrated at a higher level than any singular language that children may have in their repertoire. This insight/hypothesis was reflected in the initial choosing of the descriptors by one of the researchers. That is to say, the initial descriptors relating to plurilingual and intercultural competence that were chosen pertained to pre-A1 to B2 and were not ‘limited’ or influenced by the expectation for attainment level for foreign language to be A2 when leaving primary school, as indicated by policy documents.

² Following the CEFR levels for linguistic skills: pre-A1 (pre-beginner), A1 (beginner/starter), A2 (pre-intermediate/ elementary), B1 (intermediate), B2 (upper intermediate), C1 (advanced), and C2 (master/ proficient).

³ We use the term pluri-/intercultural here to encompass both familiarity with multiple cultures in their own repertoire as well as intercultural as referring to unfamiliar cultures. However, in relation to the rubric and partners we just use the term ‘intercultural’ to avoid being too theoretical.

After extracting the initial descriptors up to level B2, the scope of the descriptors was considered. Scope related to the following aspects, extracted from the CEFR:

1. mode of communication, e.g. mediating
2. activity, strategy or competence, e.g. mediating a text
3. scale, e.g. relaying specific information in speech or sign.

There are four modes of communication in the CEFR: reception, production, interaction and mediation. Language activities and strategies are encompassed within these modes.

Mediation as a mode of communication was chosen by teachers/researchers as being particularly relevant for the children in this study because the construct of mediation in the CEFR has the possibility of reflecting what children can do in different languages and using more than one language 'simultaneously'. It embraces language and cultural practices that many plurilingual children may carry out and that involve translanguaging.

Translanguaging is a term that can refer to differing aspects of plurilingualism. It can describe the way that plurilinguals use their linguistic resources to make sense of and interact with the world around them (Wei, 2018). This can include carrying out written or oral translations and engaging in cross- and meta-language activities, such as using one (or more) language(s) to understand another or the ability to discuss or analyse language itself.

Mediation, as a mode of communication in the CEFR, is further broken down into language activities, strategies or competences, as can be seen in Figure 4.

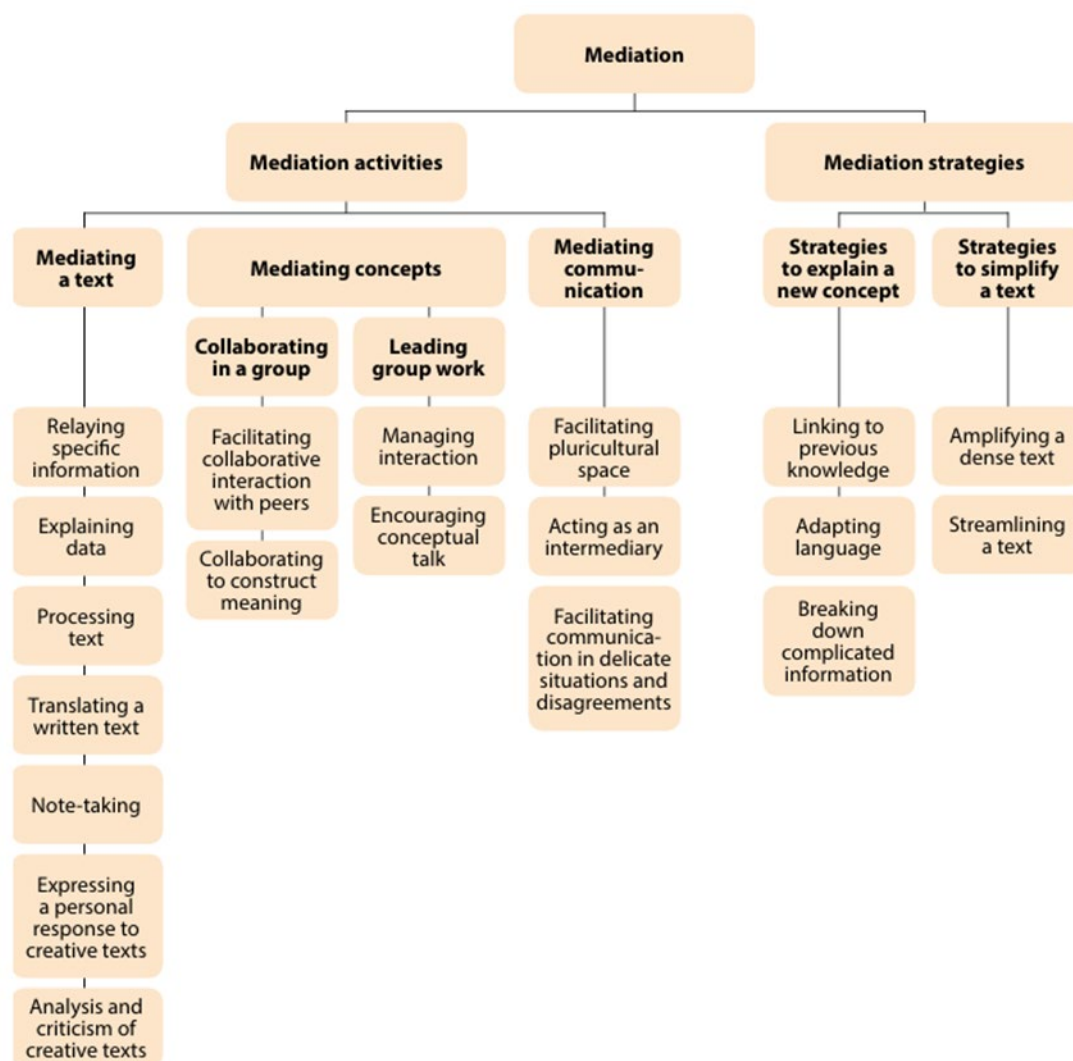


Figure 4: Mediation activities and strategies. From *Common European Framework of Reference for Languages: Learning, teaching, assessment* in Council of Europe, 2018, p.90

Mediation strategies are the techniques employed to clarify meaning and facilitate understanding. The scales for mediation are presented in three groups that, according to the CEFR companion volume (Council of Europe, 2018), reflect the way in which mediation tends to occur. This is mediating texts, mediating concepts and mediating communication. 'As a mediator, the user/learner may need to shuttle between people, between texts, between types of discourse and between languages, varieties or modalities, depending on the mediation context. The strategies presented here are communication strategies, that is, ways of helping people to understand, during the actual process of mediation' (Council of Europe, 2018).

2.5 Practical considerations for assessing plurilingual and pluri-/intercultural competence

In addition to considerations relating to the theoretical naming and basis of the descriptors, which needed to fit within existing legal educational frameworks appropriate for the context, i.e. the Catalan primary curriculum (Departament d'Ensenyament, 2015a, 2022) and the Council of Europe (2001, 2018), descriptor selection and/or modification and/or use by all

partners (children, parents/carers and teachers) needed to take into account other types of considerations or challenges.

Schauer (2020) outlines a number of challenges in relation to assessing pluricultural competence and intercultural competence (not ICC). First, Schauer (2020) highlights that there is no consensus as to what intercultural competence (IC) is. Second, a plethora of concepts and models exist (also identified in Fantini's (2020) review of IC). Third, and related to this, owing to the sheer number of models and dimensions within different models, Schauer (2020) suggests that 'trying to assess all of them or even a large number of them will be difficult and time consuming' (p. 6) for teachers. Fourth, in relation to curricula, intercultural competence "is often not accompanied by a detailed definition or a reference to a particular model that teachers can refer to [...] which means that the concept of intercultural competence often remains vague' (Schauer, 2020: 6). Fifth, 'another key problem in the area of measuring intercultural assessment is that it is not always clear what the aim of the assessment can – or is supposed to – be' (Schauer, 2020: 7), such as assessment of facts or knowledge versus *being* intercultural (as highlighted by Liddicoat & Scarino, 2010). Schauer (2020) also underscores an issue raised by Sercu (2010) that concerns the fact that 'many of the assessment techniques proposed are also teaching techniques aimed at enhancing learners' culture-specific and/or culture general awareness' (2010: 18). Finally, Schauer (2020) outlines the need to overcome the difficult and time-consuming task of trying to assess competences, skills and mindsets. In order to overcome these problematic aspects for intercultural competence assessment, Schauer (2020) proposes three issues that need to be addressed regarding assessing intercultural competence in foreign language education: (1) comprehensiveness, (2) assessment formats and techniques, and (3) real-life transfer.

1. Comprehensiveness relates to whether it is possible to assess all the components that are included in any of the intercultural competence models in a fair and reliable way. Schauer (2020) suggests that the answer is likely going to be 'no' for most, if not all, compulsory education settings. Schauer (2020) highlights, however, that some studies have shown that dynamic-process-oriented assessment on intercultural learning can take place in schools, although not all elements of intercultural competence could be addressed, as most investigations focused more on the intercultural competence components in Byram's (1997) framework and less on the L2.
2. Assessment formats and techniques relate to different formats that have been created for a variety of age ranges and include engaging with members of the target culture during study abroad and detailed written reports, self-evaluation, reflection and feedback. In addition, assessment techniques can be integrated, as suggested by Fantini (2009), such as group discussions, presentations, questionnaires, role plays, field tasks and activities that could form part of portfolios.
3. Real-life transfer refers to ensuring that learners are able to communicate with representatives of other cultures through incorporating an interactive component

with members of other cultures, such as school partnership programmes that involve written correspondence exchange, interactions via internet communication programmes and social media, and collaborative tasks.

Based on the review of the literature in the field, Schauer (2020) proposes that the important points to consider with regard to the assessment techniques are (1) that they are age- and proficiency-level-appropriate, (2) that a process approach is chosen that gives learners the opportunity for personal development, and (3) that, if possible, the assessment should be dynamic and involve a range of assessment formats.

In the context of this study, we also identified that the descriptors had to reflect:

1. the appropriate levels that the competences could be attained by primary-age children
2. a scope for plurilingual and pluri-/intercultural competence
3. both the *macro*-level policy that these frameworks relate to and the reality of children's linguistic and cultural lives (*micro*-level).

Methodology and instruments

3.1 Partners

In this project the co-creators of the rubric were considered as partners. The partner groups consisted of (1) 17 primary school teachers, (2) 10 parents/carers, and (3) 40 children.

1. The team of teachers that participated in the project included school staff with different roles: leadership, head of studies, secretary, tutor from 6th year primary, tutor from 5th year primary, other teachers from 5th and 6th year, and one teacher from the language support and newcomers' group (*aula d'acollida*). The tutor is a schoolteacher that is assigned to a specific class, and who oversees following up on the students in their class, and, in primary levels like in this case, is in charge of most of the teaching hours for their class, except Arts, Physical Education, and Music.
2. Ten partners were parents/carers for children from both 5th and 6th year students. They had varying levels of understanding and speaking with Catalan and Spanish and spoke a range of heritage languages also linked to various cultures: English, Russian, Tagalog, Italian, French, Urdu, and Arabic. As such, they were representative of the school's linguistic/cultural diversity.
3. Regarding the children, there were 25 children from the 6th year and 15 children from 5th year, with one more joining in the final session. The children's classes were linguistically 'superdiverse' (Vertovec, 2007). Many other languages were present in the groups: 25 self-reported languages or dialects by children in total. These included Catalan, Spanish, English, French, Arabic, German, Bengali, Hindi, Kazak, Tagalog, Russian, Urdu, Italian, Gujarati, Portuguese, Japanese, Chinese, Mandarin, Polish, Punjabi, Korean, Galician, Mallorquin, Ilocano, and Ibizan. Most children, except one, self-reported speaking or understanding at least four or five languages, as can be seen in Table 1.

Regarding the sample selection, in the case of the teachers, because the school is a small one, we could count with all the teachers from primary for the first session, reducing the teacher partner group in the last focus groups to include only the teachers involved in teaching, specifically in 5th and 6th year in Primary, as this was our target age. Similarly, in terms of students, all 5th- and 6th-year students participated in the project, unless they missed school on the data sessions days. Finally, as for parents, a project information leaflet was sent out to all parents of 5th- and 6th-year students via the school's usual digital mailing system, in which the project was presented and they were invited to participate. In addition, WhatsApp messages in the families' multiple mother tongues were sent out. All families were invited to participate; ten parents/carers volunteered to come to the sessions.

Table 1: Number of languages self-reportedly spoken or understood by 5th- and 6th-year children

| | 5th year | 6th year | Total number of children that reported speaking N languages |
|--|----------|----------|---|
| 2 languages | 0 | 1 | 1 |
| 3 languages | 3 | 5 | 8 |
| 4 languages | 6 | 7 | 13 |
| 5 languages | 2 | 10 | 12 |
| 6 languages | 1 | 1 | 2 |
| 7 languages | 3 | 0 | 3 |
| 8 languages | 0 | 1 | 1 |
| Total number of children in each grade that reported speaking more than one language | 15 | 25 | |

One additional partner group was formed by the researchers in the project. More specifically, there were two main researchers involved, as well as five research assistants. The role of the latter was to compile field notes and to assist the partners (children and parents) in their focus group sessions by guiding their progression through the focus group activities. The researchers' roles were those of facilitators of knowledge, curators of methodology, and data analysts.

1. As facilitators of knowledge, researchers provided content expertise at the starting point of the project by proposing descriptors in accordance with the school needs and that aligned with local (Catalan curriculum) and European (CEFR) regulations and guidelines, therefore providing a theoretical base and relevant descriptors.
2. As curators of methodology, researchers were accountable and implicit partners in the project. The main task in this line was to go back and forth between the partner groups to incorporate their feedback and move on in the PAR (Participatory Action Research) cycles (see section 3.3).
3. As data analysts, researchers reviewed and discussed the data collected from all partner groups after each focus group session to feed into new iterations of the rubric.

3.2 Research ethics

This project has been conducted in accordance with general ethical guidelines (FAIR principles and GDPR guidelines) for research involving human participants. The project received ethical approval from Universitat Internacional de Catalunya (UIC). There are no known conflicts of interest to declare. However, it is important to note that one of the researchers was also a parent of an ex-student of the school and gave valuable insights at the project's beginning stages related to the need for the study, challenges for parents and the diverse levels/profiles of partners. Personal bias was mitigated by engaging in reflectivity by checking results and findings with another researcher unfamiliar with the context and partners (who was also largely responsible for entering data in tables) and also being led by and respecting voting decisions and preferences of partners. The researcher did identify the first set of descriptors for teachers to choose from, but this was from her expertise as a teacher trainer and her knowledge of children's context. Participation of partners was voluntary, and confidentiality and anonymity were strictly maintained. Informed consent was obtained from all participants, as described next.

We developed information sheets and consent forms for all participants in our study, modifying UIC's ethics document templates. The information sheets provided details about the obligations and expectations of the participants, the secondary risks, the benefits to participation, the data use and all the necessary procedures to ensure participants' well-being and respect at all times. After providing this information to the stakeholders, they were asked to sign the consent forms.

The school wanted the consent forms to be in Catalan, so we retained this language. However, the purpose of the project was transmitted to parents in the various heritage languages through WhatsApp, so all parents knew the aim of the project, and participation was explicitly made voluntary. Project aims were also explained orally in Spanish – the main, commonly shared language of parents/carers' oral discussion – at the first parents/carers' focus group. We also sought permission from the teachers and students. Ethics approval for our study was granted by UIC's Research Ethics Committee.

In addition, ethical principles of participants' respect for person, beneficence and justice (Ketefian, 2015) were demonstrated in the following ways.

1. Regarding respect for a person, parents could opt in or out of the study as they wished, and it was not made obligatory to attend all focus groups. During the process of the focus groups, parents', teachers' and students' autonomy and self-determination were present in the fact that they could vote (or not) on specific points raised/written in the focus group documents and/or rely on a spokesperson to represent their opinion. Parents could choose which language to carry out the focus group in, i.e. heritage language/Catalan or Spanish. They could also choose to use digital supports such as translators if they wished. The school language (Catalan) was not obligatory to use. Children also naturally mixed the languages

that they used, and this was allowed by researchers/assistants rather than insisting on the school language. Students' autonomy was encouraged through the assignment of group roles so that the children themselves could 'manage' the process of responding to the focus group activity questions themselves, while assistants and researchers lightly facilitated or clarified any issues during the process.

2. Regarding beneficence, the purpose of the project was based on 'doing good' for the three partner groups. Why this work was important (the benefits for us as children, teachers, parents and researchers) was communicated orally at the start of the project for all partners and, additionally, through writing the project's purpose in WhatsApp messages for parents.
3. Aspects of justice, retribution, fairness and distribution were addressed in the three following ways. First, by compensating parents and children for their time, by offering small gifts to research partners for partaking in the focus groups as a small token of thanks (and to ensure a higher participation/completion rate). These were chosen by the school leadership and researchers and consisted of an illustrated book with colourful drawings relating to the local community for the parent partners, and a recycled notebook and pen for all the children. Second, by ensuring that the project outcomes would directly benefit partners, both as a process (coming together and sharing) and as a final product (the production of a rubric that could be used and reused by school and families). Third, by ensuring that the specific expertise and knowledge of each partner group could be harnessed, allowing for everyone to contribute (the opportunity to speak or indicate preferences) and to contribute as equally as possible (respecting turn-taking and checking meaning within groups).

At this point, it is important to note that although the two main researchers were active partners in the project, the roles that were undertaken (as described in section 3.1) allowed for them to remain objective guides of the project methodology without biasing the focus group sessions and activities. Instead, they were mainly facilitators of knowledge, curators of the methodology and analysts of the data collected.

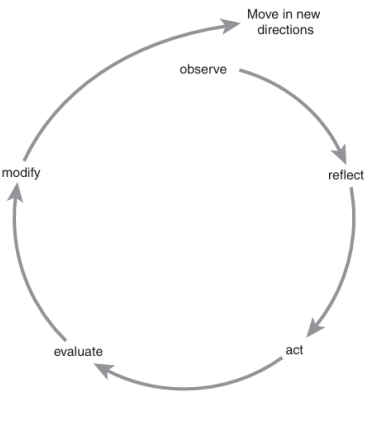
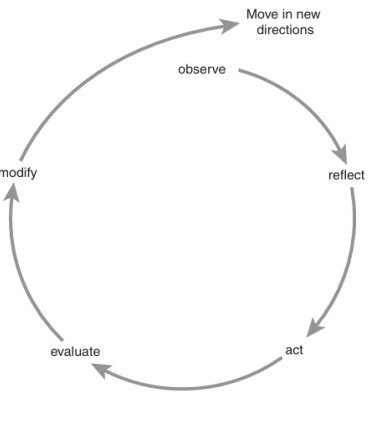
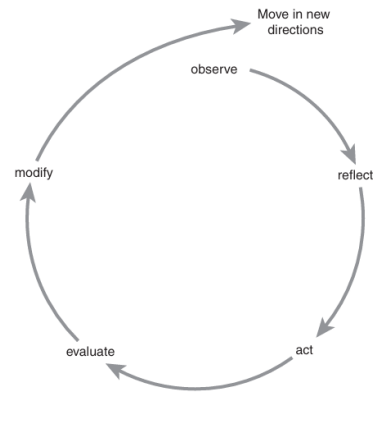
3.3 Participatory Action Research (PAR), focus groups and focus group activities

The methodology used a Participatory Action Research (PAR) project framework that incorporated focus groups. Such a framework is based on the principle that 'group processes are central in facilitating change' (Chiu, 2003: 165). The PAR framework and focus groups supported working with macro-level generated content (i.e. pre-written descriptors from the CEFR related to these competences), as well as working with micro-level generated content (i.e. responses to pre-written descriptors as well as thoughts about children's actual plurilingual and intercultural practices and abilities, both inside and outside the classroom and school walls).

Before presenting the research methods used for collecting data, namely focus groups, we present an overview of the PAR framework that incorporated the focus groups and focus group activities.

A PAR approach maintains that people are ‘dynamic agents capable of reflexivity and self-change’ (Kindon, et al, 2007: 13). Through going through a process of multiple iterative cycles, people advance beyond knowledge gain to understand the issues they face (James et al, 2008: 145). PAR partner groups were formed by combinations of (1) the schoolteachers, smaller teacher groups and the head teacher, (2) a teacher trainer/researcher, (3) parents/carers and (4) children from 5th- and 6th-year primary. These PAR groups informed different phases within what we consider as being one PAR cycle. Phase 1 related to selection and modification of descriptors; phase 2 related to validating and modifying the content of the descriptors; and phase 3 related to co-creating the layout design and format (see Table 2). The work in the PAR groups was based on an Observe–Reflect–Act–Evaluate–Modify cycle. The Observe–Reflect on the rubric creation process was primarily carried out by the teacher trainers/researchers. The Act–Evaluate–Modify was primarily carried out by teachers, parents/carers and children, which teacher trainers/researchers facilitated and acted upon to move the different phases forward, depending on the focus of each phase. The roles of the partners during the process are the subject of a forthcoming publication.

Table 2: PAR cycles and partner groups involved

| Phase 1 Select and define descriptors | Phase 2 Approve/eliminate and modify descriptors (content) | Phase 3 Approve/eliminate and modify descriptors (layout and format) |
|---|---|---|
|  |  |  |
| Teacher trainers/researchers Teachers | Teachers Parents/carers Children Teacher trainers/researchers | Teachers Parents/carers Children Teacher trainers/researchers |

Note: Cycle image from McNiff and Whitehead, 2011, p. 9

The PAR cycles, previously outlined, incorporated focus group sessions and activities, carried out with teachers, parents/carers and children, initially in that order. Now we turn to describe these in the following paragraphs.

1. Regarding teachers, all teachers were involved in the first focus group. But in the later focus groups and related activities with teachers, only teachers from the 5th and 6th year of primary were involved, owing to these children being the focus of the rubric.
2. In order to have a broad representation of languages and related cultures of the parent/carer partners, we identified potential parents/carers who might take part in the project and focus groups. This was led by the head teacher, who knew the languages of the children and parents. Parents/carers that were targeted spoke Russian/Kazakh, French, Tagalog, English, Urdu and Arabic.
3. All children from the 5th and 6th years took part in focus group activities (unless parents did not give consent). Children were also invited orally to participate in the project, which was introduced as a regular classroom activity, and they gave verbal consent.

The focus group activities of children mirrored those of the focus group activities for parents/carers. However, a number of modifications were carried out to the more common focus group methodology, which were designed to ensure maximum participation, particularly by children and parents. We present such modifications next, although they will become clearer further on in this report, when the focus group sessions are presented in detail.

1. The typical format and planning considerations of some aspects in focus groups were modified owing to the parents/carers' and children's linguistic profiles. It was important not to rely on in-depth oral discussion because the parents/carers and many children had different heritage languages and also different levels of ability to express themselves in a language of mutual oral communication. This was mainly Spanish between parents/carers and Catalan and Spanish between the children.
2. Another modification came in the sequence of the types of questions/points that partners had to consider, so that more closed questions were used (requiring shorter oral responses) or spaces for suggestions came after more directed questions, not the reverse as is common in question sequencing in focus groups. Also, in some instances examples were necessary to show 'concrete' illustrations of mediation, for example, which is an abstract concept. However, we were conscious not to overuse examples as advised within the focus group methodology.
3. Relying on speech as the main mode of communication by children in sessions lasting 45 minutes (as compared to longer sessions with parents and teachers) would have potentially led children to be off task due to attention span and motivation levels as well as varying linguistic profiles. For this reason, the focus group activities were transformed into pedagogical activities where all children

could contribute to group ‘posters’ in various ways and to varying degrees, including discussion, writing individual ideas and using colourful sticky notes to express themselves. A similar colour-coding system was devised for parents/carers and teachers in the joint collaborative session.

An important feature of the focus groups was decision making, as partners were invited to accept, modify, simplify or add to pre-written/pre-chosen descriptors as well as create their own. The decisions made by partners were considered to be feedback that formed part of the ‘needs analysis’ (Krueger & Casey, 2000). The decisions were made by designated decision makers using the findings from the focus groups, not by focus group partners. The decision makers were the researchers after all the feedback was collated. Decisions were rooted in not only the comments made but also the commonality of the same comment (indicated through a voting tick system within some of the focus group activities). However, decisions related to the rubric were discussed and co-decided with the school head teacher and/or other teachers on a weekly or bi-weekly basis.

In addition, to ascertain the thoughts of these three partner groups, we wanted participants to participate in solving the problem behind the purpose of the study in the first place: this was the absence of an evaluation tool that might capture children’s plurilingual and intercultural competence in a holistic way. That is to say, an evaluation tool that reflected not only school languages but also heritage languages, and a tool that also reflected how the children actually used these competences within school, home and their communities.

3.4 Focus groups

Before describing the focus groups and focus group activities in more detail, we present Table 3, summarising what activities were carried out, the dates and the partners involved.

Table 3: Focus group activities, dates and partners

| Sessions | Focus group/activities | Date | Partners |
|----------------------|---|------------------|----------|
| Session T1 | <ul style="list-style-type: none"> • Presentation of preliminary results (Pre-focus group) • Group discussions: descriptors with no agreement • Group discussions about some descriptors that referred to activities that could be done either monolingually or plurilingually | 17 January 2024 | Teachers |
| Teachers’ commission | <ul style="list-style-type: none"> • Narrowing down the number of descriptors to the most appropriate descriptors pertaining to 5th- and 6th-year children from the ones voted for in Session T1 | 23 February 2024 | Teachers |

| | | | |
|-------------|---|---------------|------------------------------|
| Session P1 | <ul style="list-style-type: none"> • Project introduction • Group discussion: languages/cultures of their children, and applicability of descriptors filtered by the teachers • Group editing of the descriptors to facilitate understanding | 6 March 2024 | Parents/ carers |
| Session C1 | <ul style="list-style-type: none"> • Project introduction • Self-reflection about languages known/understood and group discussion about their use | 12 March 2024 | Children |
| Session C2 | <ul style="list-style-type: none"> • Pair discussion about what they do plurilingually • Group discussion about their pluriculturalism | 14 March 2024 | Children |
| Session C3 | <ul style="list-style-type: none"> • Group discussion about applicability of descriptors and editing text | 19 March 2024 | Children |
| Session C4 | <ul style="list-style-type: none"> • Group rubric design analysis and feedback | 21 March 2024 | Children |
| Session TP | <ul style="list-style-type: none"> • Presentation of rubric design • Group rubric design and content analysis and feedback | 24 April 2024 | Teachers and parents/ carers |
| Session C5* | <ul style="list-style-type: none"> • Presentation of the updated version of the rubric • Piloting of the rubric with students in the 5th and 6th years | 10 June 2024 | Children |

* Because this session focused on the piloting of the rubric, it will not be described until section 3.8.

Integrating cultural components in the focus group sessions

As outlined in the theoretical framework of the present report, Schauer (2020) stated three challenges that need to be addressed with regard to assessing intercultural competence in foreign language education: (1) ‘comprehensiveness’, (2) ‘formats and technique’ and (3) ‘real-life transfer’. Each focus group activity or resource operationalised such challenges in the ways we highlight in the next paragraphs.

Regarding ‘comprehensiveness’, not all the components from the frameworks and models that were reviewed, in relation to competences linked to culture, were included. This was highlighted as being expected for compulsory education settings by Schauer (2020), considering that the descriptors chosen by partners for the rubric were the ones most relevant to the context and children’s abilities. These pertained to one overall descriptor relating to cultural and linguistic mediation (*1. Mediació General*, Figure 5) (CEFR A2 level), plus three more (*10. Treballar interculturalment*, Figure 6) that explicitly related to facilitating

communication between people from different cultures and exchanging cultural information about themselves with others (CEFR B1 and B1+ level). The fourth descriptor in this section related to children's behaviour, and although the wording was modified by partners, it maps to a CEFR descriptor for pluricultural competence (A1–A2 level), reflecting the ability of children to express politeness in greetings, thanking and apologising, in both the home and the school languages, which reflects cultural awareness.






|  1. MEDIACIÓ GENERAL | |  |  |  |  |
|--|--|---|---|---|---|
| Puc col·laborar amb persones d'altres procedències (lingüístiques i culturals), amb interès i empatia, fent preguntes i respostes senzilles, i preguntant si estan d'acord. | | | | | |

Figure 5: Rubric extract pertaining to section 1, General mediation






|  10. TREBALLAR INTERCULTURALMENT | |  |  |  |  |
|--|--|---|---|---|---|
| Puc facilitar la comunicació entre cultures iniciant la conversa, mostrant interès i empatia mitjançant preguntes i respostes senzilles, i expressant acord i comprensió. | | | | | |
| Puc facilitar un intercanvi intercultural mostrant una actitud d'acollida i interès amb paraules senzilles i gestos, convidant altres a parlar. | | | | | |
| Puc explicar la meva pròpia cultura a persones d'una altra cultura. Pot explicar una altra cultura a persones de la meua pròpia cultura. | | | | | |
| Puc comportar-me adequadament en salutacions, comiats i expressions d'agraïment i disculpa en les llengües de casa i de l'escola. | | | | | |

Figure 6: Rubric extract pertaining to section 10, Working interculturally

Regarding the second challenge, the assessment 'formats and techniques' were the 'self-evaluation' rubric and 'reflection tasks' (mentioned by Schauer, 2020). The tasks were created especially for this age range, and the rubric format is also appropriate for primary-age children. Small 'group discussions' (among peers) were also facilitated, a technique mentioned by Fantini (2009). In these discussions, children interacted with each other (and therefore connected to familiar and unfamiliar cultures) through collaborating/giving feedback about different rubric versions as well as seeing how other children responded to

the prompts about culture. In addition, the final rubric assessment could form part of 'portfolios', a format mentioned by Fantini (2009).

Regarding the third challenge, namely assessing 'real-life transfer', we did not use an interactive component, as highlighted by Schauer (2020), but rather the components were reflective in nature because children interacted with children and adults who were linked to other cultures every day. The components included formats and techniques used in the process of rubric co-creation as well as the final product, which was the final rubric version.

During the process, children's focus groups used textual and visual prompts on large activity sheets for children to reflect on and give examples in relation to their communication scenarios (and activities) with representatives of cultures they were familiar with (see Figure 7 for an example). The text prompts related to two questions about cultures they were familiar with and what they did as part of these cultures. Then text and visual prompts were provided in relation to three areas – namely 'places', 'people' and 'experiences' – in order to support children's reflections in a deeper way and to facilitate the generation of examples for each, as they jointly discussed and individually (or through group representatives) contributed by writing or drawing their responses. The three areas were also subdivided in the following way: (1) 'places' included 'at home', 'at a school', 'between home and school', 'in the community'; (2) 'people' included 'adults', 'children', 'family', 'friends', 'strangers'; and (3) 'experiences' included 'festivals', 'celebrations', 'travel', 'everyday routines' and 'everyday activities'.

GRUP / GROUP _____

D

Amb quines cultures estàs familiaritzat? What cultures are you familiar with?

Què fas com a part d'aquestes diferents cultures? What do you do as part of these different cultures?

LLOCS PLACES

| | | |
|--|--|--|
| | <p style="color: orange; font-weight: bold;">A casa</p> <p style="color: teal;">At home</p> | |
| | <p style="color: orange; font-weight: bold;">A l'escola</p> <p style="color: teal;">At school</p> | |
| | <p style="color: orange; font-weight: bold;">Entre casa i l'escola</p> <p style="color: teal;">Between home and school</p> | |
| | <p style="color: orange; font-weight: bold;">A la comunitat</p> <p style="color: teal;">In the community</p> | |

Figure 7: Example of question and focus group sheet for the children to reflect on cultural components

The parents/carers had the same two questions as the children, and textual prompts (minus the visuals) relating to their child and cultures, which they discussed and responded to in the focus groups. This was a general form of 'triangulation' rather than being used as a tool to actually assess their own child's pluri-/ intercultural competence. The process

predominantly aimed at eliciting reflections and examples about cultures that the children indicated they were familiar with; within this activity children could also include birthdays of children of other unfamiliar cultures or festivals such as the Catalan festival of Sant Jordi (which some children were unfamiliar with). Therefore, the activity could veer naturally towards demonstrating intercultural competence.

The final rubric version, which was considered the product, allowed for the assessment of competences relating to cultures that were familiar and unfamiliar to the children and the use of communication in these scenarios. Therefore, components relating to pluricultural, intercultural, ICC and ICA were encompassed. These descriptors are summarised and discussed in the paragraph before Figures 5 and 6.

Pre-focus group preparation

Before the focus groups commenced, we selected the descriptors for plurilingual and intercultural competence in the CEFR delimited to pre-A1 to B2 levels, leaving out levels C1 and C2. This meant that 1,136 descriptors were initially chosen from the 1,832 descriptors and 94 scales. These descriptors were made available by the Council of Europe's internet-based 'searchable CEFR descriptors' in Excel format (Council of Europe, 2024). An example of this format can be seen in Figure 8. Then, from this number, only the scales pertinent to plurilingual and intercultural competence were extracted, including descriptors related to mediation. This extraction meant that 183 descriptors were applicable for evaluating plurilingual and intercultural competences. Pre-A1-level descriptors were included in this set of descriptors, although for many scales pre-A1 level descriptors and sometimes A1 descriptors were not available within the CEFR, and this was stated in the searchable list.

| No | CEFR Descriptor Scheme (updated) | Mode of communication | Activity, strategy or competence | Scale | Level | Descriptor |
|-----|-----------------------------------|-----------------------|----------------------------------|---|--------|--|
| 754 | Communicative language activities | Mediation | | Overall mediation | B1+ | Can collaborate with people from other backgrounds, showing interest and empathy by asking and answering simple questions, formulating and responding to suggestions, asking others to agree, and proposing alternative approaches. Can convey the main points made in long texts expressed in uncontrolled language on topics of personal interest, provided they can check the meaning of certain expressions. |
| 755 | Communicative language activities | Mediation | | Overall mediation | B1 | Can introduce people from different backgrounds, showing awareness that some questions may be perceived differently, and invite other people to contribute their expertise and experience as well as their views. Can convey information given in clear, well-structured informational texts on subjects that are familiar or of personal or current interest, although lexical limitations create difficulty with formulation at times. |
| 756 | Communicative language activities | Mediation | | Overall mediation | A2+ | Can play a supportive role in interaction, provided other participants speak/sign slowly and that one or more of the participants helps them to contribute and to express their suggestions. Can convey relevant information contained in clearly structured, short, simple, informational texts, provided the texts concern concrete, familiar subjects and are formulated in simple everyday language. |
| 757 | Communicative language activities | Mediation | | Overall mediation | A2 | Can use simple words/signs to ask someone to explain something. Can recognise when difficulties occur and indicate in simple language the apparent nature of a problem. Can convey the main points involved in short, simple conversations or texts on everyday subjects of immediate interest, provided these are expressed clearly in simple language. |
| 758 | Communicative language activities | Mediation | | Overall mediation | A1 | Can use simple words/signs and non-verbal signals to show interest in an idea. Can convey simple, predictable information of immediate interest given in short, simple signs and notices, posters and programmes. |
| 759 | Communicative language activities | Mediation | | Overall mediation | Pre-A1 | No descriptors available. |
| 763 | Communicative language activities | Mediation | Mediating a text | Relaying specific information in speech or sign | B2 | Can relay (in Language B) the main points contained in formal correspondence and/or reports (in Language A) on general subjects and on subjects related to their fields of interest. |
| 764 | Communicative language activities | Mediation | Mediating a text | Relaying specific information in speech or sign | B1 | Can relay (in Language B) the content of public announcements and messages delivered clearly at normal speed (in Language A). |
| 765 | Communicative language activities | Mediation | Mediating a text | Relaying specific information in speech or sign | B1 | Can relay (in Language B) the contents of detailed instructions or directions, provided these are clearly articulated (in Language A). |
| 766 | Communicative language activities | Mediation | Mediating a text | Relaying specific information in speech or sign | B1 | Can relay (in Language B) specific information given in straightforward informational texts (e.g. leaflets, brochure entries, notices and letters) (in Language A). |
| 767 | Communicative language activities | Mediation | Mediating a text | Relaying specific information in speech or sign | A2+ | Can relay (in Language B) the point made in a clear announcement (in Language A) concerning familiar everyday subjects, though they may have to simplify the message and search for words/signs. |
| 768 | Communicative language activities | Mediation | Mediating a text | Relaying specific information in speech or sign | A2+ | Can relay (in Language B) specific, relevant information contained in short, simple texts, labels and notices (in Language A) on familiar subjects. |
| 769 | Communicative language activities | Mediation | Mediating a text | Relaying specific information in speech or sign | A2 | Can relay (in Language B) the point made in short, clear, simple messages, instructions and announcements, provided these are expressed slowly and clearly in simple language (in Language A). |
| 770 | Communicative language activities | Mediation | Mediating a text | Relaying specific information in speech or sign | A2 | Can relay (in Language B) in a simple way a series of short, simple instructions, provided the original (in Language A) is clearly and slowly articulated. |
| 771 | Communicative language activities | Mediation | Mediating a text | Relaying specific information in speech or sign | A1 | Can relay (in Language B) simple, predictable information about times and places given in short, simple statements (delivered in Language A). |

Figure 8: Screenshot of some of the 183 descriptors extracted out of 1,832 descriptors made available by the Council of Europe

The 183 descriptors were then translated from Spanish to Catalan (because no descriptors were officially available in this language, which is the school's vehicular language). These

were then sent in a pre-prepared Excel document digitally to the 17 individual teachers. We wanted to know which descriptors were applicable to their teaching and social context and whether the wording of the descriptors described accurately and fully what they did. Teachers were asked to choose between 25 and 30 descriptors (indicating with a tick) that were most relevant to their school-based experience. The reason for this number was that practically only this amount could fit on an A4 double-sided sheet (which was envisaged as the maximum length for the evaluation rubric initially). Fourteen teachers responded. The indicated descriptors were then totalled by researchers. We accepted the descriptors that had the most votes (within each scale). In addition, we maintained the wide representation of descriptors of each scale.

From the teachers' indications/votes, we got 11 descriptors because they were the most voted for (by far) within their scale. We had descriptors in nine scales, in that there was no consensus of the level between the teachers, and we wanted them to choose the one(s) that represented the level(s) most accurately for 5th- and 6th-year children. In addition, there were descriptors that unclearly indicated whether children could carry them out monolingually or plurilingually. Because the evaluation was related to plurilingual competence and not monolingual competence, we particularly needed to verify with teachers that the mediation descriptors that teachers had indicated were, in fact, being carried out plurilingually, not monolingually.

Teacher focus group (Session T1) and subsequent activities

In the first teacher focus group, the results of the analysis of the chosen descriptors by 14 teachers were shown to 17 schoolteachers. Teachers worked in small groups of three or four, making sure that a teacher from the 5th or 6th year (or familiar with that age) was in each group. The focus group session lasted one hour.

Teachers were presented with 11 descriptors that were the most voted for within their scale, for approval. Teachers then worked on a set of 9 other 'conflictive' scales on paper, linked to 41 descriptors, chosen by the individual teachers before the focus group (but different teachers had chosen different levels). A second set of six competences, linked to 22 descriptors, were presented, and teachers had to clarify if the descriptor they had chosen referred to 'monolingual mediation' or 'plurilingual mediation' as they perceived it. If they referred to monolingual mediation, in their view, they were eliminated before the next stage. This distinction was not always clear-cut, which is why these descriptors were not pre-approved by the teachers or researchers, but they were discussed in the teachers' focus group session, in which teachers were able to reach a consensus.

These results were then synthesised by the researchers. Researchers eliminated the 'monolingual mediation' and tallied the votes of the descriptors chosen across the teacher focus groups. Descriptors were grouped together in blocks, and, at the end of this stage, 34 descriptors were left to choose from.

The 34 descriptors were then given to a teachers' commission set up by the school with six teaching staff (leadership, head of studies, secretary, tutor from 6th-year primary, tutor from 5th-year primary and one from *aula d'acollida* (language support and newcomers group). This commission was tasked with narrowing down the number of descriptors to the most appropriate descriptors pertaining to 5th- and 6th-year children. Researchers were not present at the commission's meeting. However, suggestions and guidelines were made by the researchers for the commission to discuss, which were typed into a prompt sheet, for them to decide how to narrow down the 34 descriptors further. In addition, we provided a summary and asked them to consider the votes of groups in the previous focus group session and their applicability to 5th- and 6th-year children. This process resulted in 25 descriptors being decided on by the teachers' commission (and modified slightly, if teachers deemed this necessary).

Finally, teachers were orally asked whether any other plurilingual and/or intercultural activities were 'missing' from the ones that had been presented to them in the focus group. In addition, teachers were asked to propose a design format for a diana chart that would represent the evaluations of the three partners and their evaluations (Figure 9).

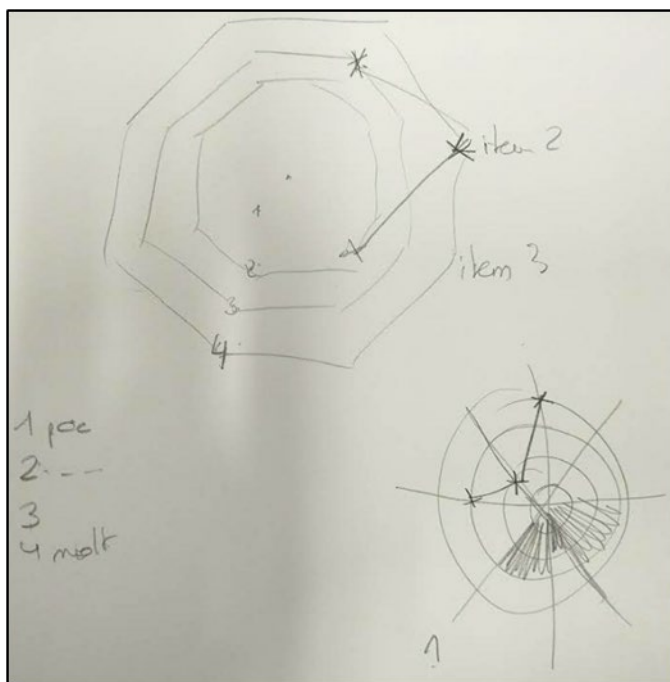


Figure 9: Example of teachers' proposal for a diana chart design

Parents/carers focus groups (Session P1)

Gaining feedback from the parents/carers was achieved solely through the focus group. In the parents/carers session, we were focused on capturing the plurilingual and intercultural competences that had not been 'captured' by the teachers, as well as confirming the descriptors that the teachers had chosen (up until this point) as a means of inter-partner validation. Therefore, the focus group session (Session P1) started with open questions and discussion about plurilingualism and interculturality and, as the session progressed, became more focused as a discussion on the descriptors that the teachers from the school

commission (for 5th- and 6th-year children) had chosen and modified. This structure supported the idea of offering parents an ‘open space’ to reflect and express what their child could do with their linguistic and cultural repertoire and also to validate the applicability to teachers’ decisions regarding the descriptors that they had chosen/modified.

The process used to develop a questioning sequence was generally based on Krueger and Casey’s (2000) proposed steps and principles for focus groups (to use open-ended questions; avoid questions that could be answered with a ‘yes’ or ‘no’; avoid ‘why?’ questions; use ‘think back’ questions; use different types of questions; and focus the questions, sequencing them from general to specific). Out of these steps and principles, phrasing and sequencing questions were written at the same time; participants were encouraged to reflect on personal experience; asking ‘why’ was avoided because it can seem demanding and makes people defensive; questions were kept simple and arranged from general to specific, and from uncued to cued questions. However, open-ended questions were not used first, as proposed by Krueger and Casey (2000), because we wanted parents/carers to feel that short answers were equally valid responses to long oral contributions by other parents/carers.

Therefore, the open discussion on multilingualism and interculturality incorporated closed questions, as listed below, and was considered as Part 1 of the focus group:

- What languages do your children speak and understand?
- What can they do in the different languages?
- What cultures are they familiar with?
- What do they do as part of these different cultures?
- What languages does your daughter or son speak or understand?
- What can your daughter or son do in different languages?

Parents were then asked the last question again, but with the prompts shown in Table 4.

Table 4: Prompt table for parents/carers’ focus group (translated from Catalan)

| Places | People | Experiences |
|---|--|--|
| At home At school Home–school In the community | Adults Infants Family Friends New people | Festivals Celebrations Trips Daily routines Daily activities |

Then, using the same prompts as in Table 4, parents/carers were asked about the cultures that their daughter/son is familiar with and what their daughter/son does as part of these different cultures.

Part 2 was a discussion of descriptors to include in the rubric. The parents were asked the following: (1) were the descriptors applicable for 5th or 6th grade? (2) did they want to modify, simplify or eliminate any descriptors? and (3) did they want to write new descriptors? The groups were asked to indicate their responses by ‘voting’ with ticks and/or annotating directly on the paper-based version of the rubric that everyone could see.

The prompts and questions in paper format used for all the focus groups were considered as being ‘the protocol’ or ‘questioning route’ (Krueger & Casey, 2000). The focus group paper prompts were accompanied by PowerPoint slides in Catalan that were visual as well as text-based (see Figure 10 for an example). The researchers spoke in the language that the parents were conducting their discussion in (Spanish). When necessary, parents were encouraged to help each other, and the draft rubrics were made available in all the heritage languages of the parents/carers (Tagalog, Urdu, Arabic, French, English and Spanish) in paper format. In addition, two assistants from the university took notes about any doubts or issues that came up in the discussions or any difficulties that they observed the parents/carers having. This session was audio-recorded for future transcription and data triangulation (if needed).



| Part 2 | | | Aplicables per 5è o 6è? ✓ X | Modificar, simplificar, eliminar |
|--------|---|--|--------------------------------|----------------------------------|
| 14 |  | Explica aspectes de la pròpia cultura a membres d'una altra cultura o explica aspectes d'una altra cultura a membres de la pròpia cultura. | | |
| 15 |  | Es comporta de manera adequada en salutacions, comiats i expressions d'agraïment i disculpa quotidians, encara que li és difícil gestionar qualsevol desviament del que és rutinari. | | |

Figure 10: Example of an excerpt from the rubric shown in a slide during the parents/carers focus group

Children's focus group activities (Sessions C1 to C4)

Gaining feedback from the children was achieved through focus group activities related to the rubric. The children's sessions were focused on (1) capturing the plurilingual repertoire of children in terms of languages they spoke or understood and how many, and (2) encouraging children to offer examples of where and how they employed their plurilingual and intercultural competences, and who with, to include competences demonstrated outside of school. These examples could not conceivably be ‘captured’ by the teachers in the rubric selection and modification process. Furthermore, we noted that in the parents' focus group, parents mainly offered examples of what children did in various languages, i.e. one language for one activity (implying code choice for different activities). However, we also wanted to encourage children to offer examples of their own plurilingual mediation activities (e.g. code-mixing, translating, interpreting, positive language transfer). The structure of the activities and

focus group supported the idea of offering children ‘open spaces’ to reflect and express what they could do with their linguistic and cultural repertoire, to validate the applicability to teachers’ decisions regarding the descriptors that they had chosen/modified and to offer the children the opportunity to make modifications, comments or suggestions on the rubric. Similarly to the parents’ focus group session, the children’s focus group followed the same structure, but the parents/carers had two sessions (Session P1 of 1.5 hours + Session TP of 30 minutes) while children had four sessions of 45 minutes each.

Sessions C1 and C2 aimed to ascertain information about the children’s languages and what they could do with their plurilingual abilities (session C1) as well as their intercultural abilities (session C2). Sessions started with ‘open discussion’, with closed questions as a guide. We used coloured sticky notes for children to write their free responses (see Figure 11 and Figure 12), and they could do this individually or in pairs or choose a small-group representative, if they wished.

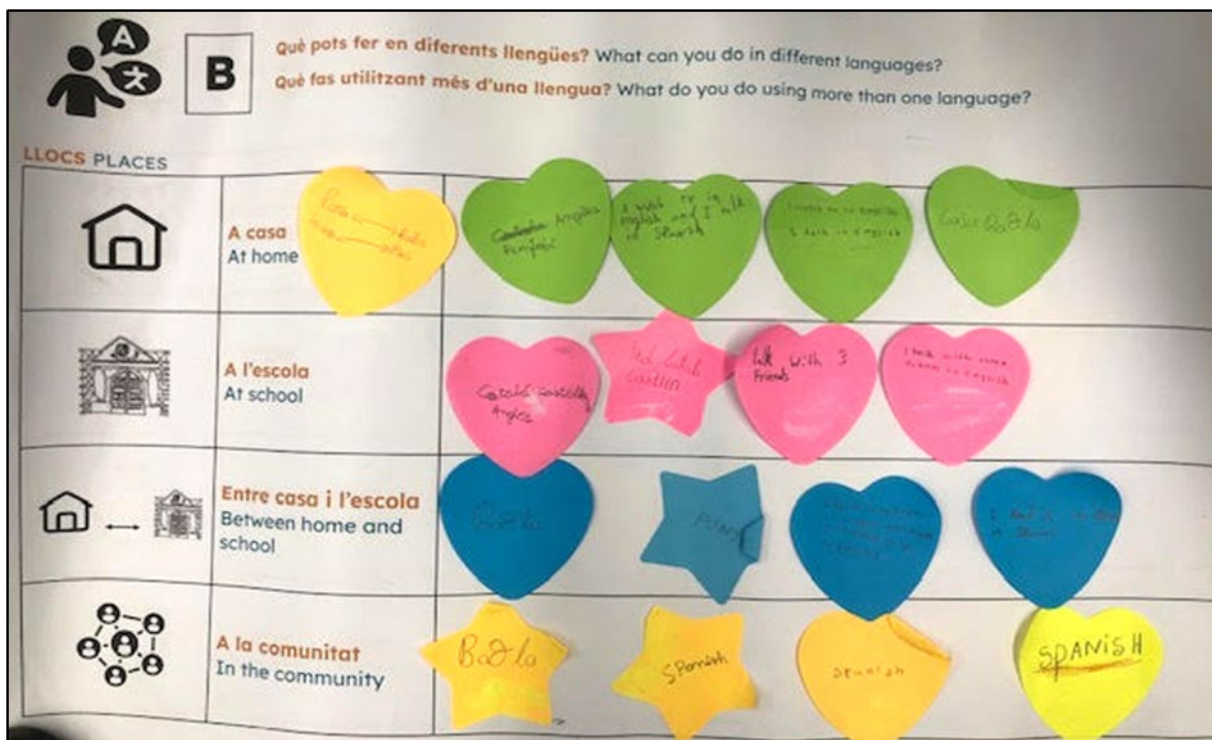


Figure 11: Photo of open response activity for children about what they can do in different languages and using more than one language



Figure 12: Photo of children writing their comments

The following stage, sessions C3 and C4, was concerned with considerations initially identified by the main researcher and school head teacher at the beginning of the project, such as whether the rubric was user-friendly and comprehensible, among others. We particularly wanted to ensure that (1) the wording was comprehensible, (2) the concepts were communicated as clearly as possible, and (3) the format and design were considered attractive. Based on these considerations, a series of questions to ask all the participants was created in order to gain feedback.

Session C3 was focused on the rubric descriptors. The rubric had gone through a prior process of being chosen and modified by teachers from the teachers' commission (for 5th- and 6th-year children). In this session children were asked to sit in small groups (Figure 13) and read through the descriptors, while (1) writing a tick or a cross next to each descriptor according to its applicability, (2) highlighting difficult words they did not understand, and (3) proposing modifications to the text.



Figure 13: Photo of children checking, discussing and/or modifying the descriptors of the rubric

Session C4 was focused on the layout and usability of the rubric based on the criteria that had been established by the head teacher and the researchers at the beginning of the project. These criteria aimed to ensure that accessibility, attractiveness and usability of the rubric (among others) were achieved. Based on this, a series of questions on a prepared document were presented to the children, and children were asked to each write a tick or a cross next to each statement, according to their preferences (see Figure 14). This allowed all children in the group to participate individually, while discussing their answers with their classmates.

| | | | |
|---|---|--------|-------------------------------------|
| F | La rúbrica és senzilla d'utilitzar? Is the rubric simple to use? | ✓✓✓✓X✓ | Aferir una gradació més. |
| G | La rúbrica és atractiva? Is the rubric attractive? | ✓XXX✓✓ | H: ha. Aut text. |
| H | El text és prou gran? Is the text big enough? (on the A4 version) | XXX✓✓ | Més gran |
| I | El format i el disseny estan bé? p. ex., colors, format taula i números. Is the format and design ok? e.g. colours, boxes and numbers. | ✓✓✓✓X | Que hi hagi més espai entre el text |
| J | És millor que la rúbrica sigui en format digital o en paper? Is it better to be digital or on paper? | | Digital Aut - Person - H: S: ✓ |

| Coses que ens agraden de la rúbrica (mínim 3) What we like about it (minimum 3) | Coses que podem millorar/canviar (mínim 3) What we would improve/change (minimum 3) |
|--|--|
| 1. PORTADA / el disseny | 1. El símbols difícils |
| 2. Els dibuixos i carees | 2. Canvia les puntes d'arrels / afegeix una explicació |
| 3. El format taula | 3. Posa més colors |
| 4. Paraules en negreta | 4. Els símbols en colors i algunes paraules barrejades |
| | 5. Tenir una parer en català i castellà. |

Figure 14: Example of children's individual votes within small-group discussions regarding the format-related aspects of the rubric

In order to make sure that the voices of all the children in each small group were heard, for sessions C3 and C4 they were assigned to teacher-prepared groups and roles, which included the following:

- spokesperson: represents the group, expresses final decisions, agreements, etc.
- moderator: makes sure everyone participates and is heard, and that there is good turn-taking
- secretary: writes/highlights on the printed papers, ticks and crosses
- materials: deals with the materials (papers, pencils, highlighters)
- reader: reads out loud the instructions and the descriptors; they can switch to Spanish or other languages if needed.

Children's small-group discussions in sessions C3 and C4 were audio-recorded for later transcription, and in case additional information or clarification was needed when analysing the data. Each of the sessions conducted with the students took between 45 and 50 minutes.

Parents/carers' and teachers' focus group activities (Session TP)

The following focus group session involved parents/carers and teachers together. In this session we presented the rubric design updated with the children's comments and feedback from the previous sessions. Three groups consisted of a mix of parents/carers and teachers, and they were asked to evaluate the rubric design. Eleven partners attended the session (six parents/carers and five teachers), which lasted 45 minutes.

Distributed into three groups, partners were invited to comment on the same aspects in a set of criteria that the children had also commented on in their fourth session (see Figure 15).

| | | | |
|---|---|----------------|---|
| G | La rúbrica és atractiva? ¿La rúbrica es atractiva? Is the rubric attractive? | ~ ~ ~ ~ | La totem d'obra. Es podria fer més per ajudar-ho pou també, trossos / salts... |
| H | El text és prou gran? ¿El texto es suficientemente grande? Is the text big enough? | ✓ ✓ ✓ ✓ | |
| I | El format i el disseny estan bé? p. ex., colors, format taula. ¿El formato y el diseño están bien? Ej. colores, formato tabl. Is the format and design ok? e.g. colours, boxes. | ✓ ✓ ✓ ✓ ✓ ✓ | Sostenibilitat digital Facilita a moltes famílies paper Està bé poder afegir les dades operacions però pensant la digital (és com de fer a l'escola) |
| J | És millor que la rúbrica sigui en format digital o en paper? ¿Es mejor que la rúbrica sea en formato digital o en papel? Is it better to be digital or on paper? | ✓ x x ✓ x | |
| K | Teniu altres comentaris? Pregunteu a tothom del grup! ¿Tenéis otros comentarios? ¡Preguntad a todos los miembros del grupo! Do we have any other comments? <u>Ask everyone in the group!</u> | | No fer la foto de cap, potser en donar dades diferents |
| L | Què en penseu de la llargada de la rúbrica (nombre d'ítems)? ¿Qué pensáis de la extensión de la rúbrica (número de ítems)? What do you think about the length of the rubric (number of items)? | x x x + | A nivell visual és molt llarga (fer un exemple del que hem dit abans) |
| M | Penseu que seria útil afegir un espai on puguem afegir comentaris i habilitats adicionals que les nenes i nens "Poden fer" en diferents llengües? ¿Pensáis que sería útil añadir un espacio donde podáis añadir comentarios y habilidades adicionales que las niñas y niños "pueden hacer" en diferentes lenguas? Do you think it would be useful to add a space where you could add comments or additional abilities that children "Can do" with different languages? | ✓ ✓ ✓ | |

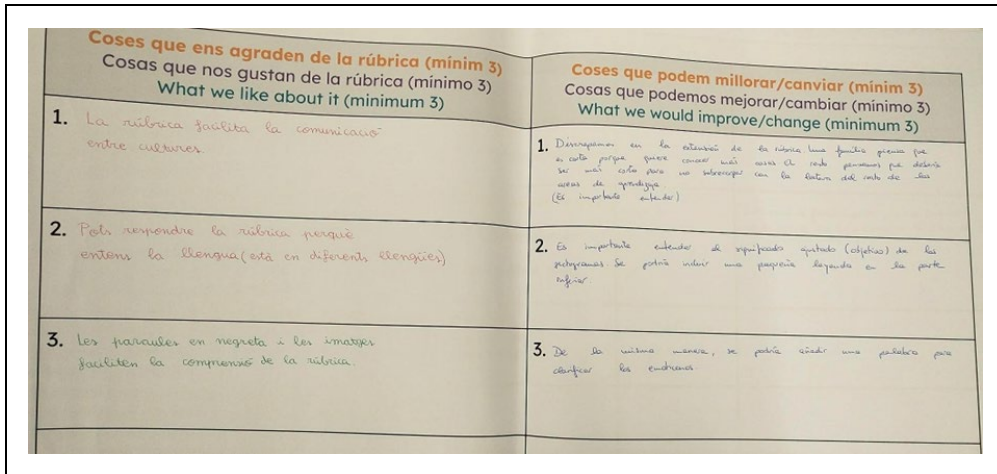


Figure 15: Examples of parents/carers' and teachers' individual votes within small-group discussions regarding the format-related aspects of the rubric

These criteria (created by the researchers and head teacher at the start of the project) aimed to ensure that (1) the wording was comprehensible, (2) the concepts were communicated as clearly as possible, and (3) considerations regarding the format and design were taken into account, such as attractiveness among other aspects. Based on these aspects/criteria, a series of questions on a prepared document were presented to parents/carers and teachers to gain feedback. In order that each partner's voice was 'heard', a voting system was devised whereby each partner had a colour and indicated a tick or a cross if they agreed or disagreed with the question. The questions were in Catalan, Spanish and English. In addition, a slightly revised rubric that they could refer to while answering the questions was presented only in Catalan (the official school language). This was because the parents/carers already knew what the descriptors 'said' (from session P1), and the focus was more on design and usability of the rubric. Parents were told that the final version of the rubric would be in Catalan, but translated versions would be available in their heritage language for when it came to evaluating their child. In the parents/teacher questions document, additional questions were added relating to the length of the rubric and whether space should be included so that they could freely add any additional 'can do' phrases related to the children.

3.5 Responding to feedback from focus groups and activities

Responding to feedback from focus groups was done after each group activity. Researchers made decisions based on consensus (through voting indicators on the activities sheets) or choices the partners made, such as choosing some descriptors over others or simplifying or modifying the wording. In addition, conversations and joint decisions with the school head teacher and teachers in weekly/bi-weekly meetings informed some decisions related to design features, accessibility and attractiveness.

3.6 Descriptor modification

The descriptors went through several modifications, starting with the teachers' voting and editing (see Figure 16).

| | | | | |
|---|-------------------|---|---|--|
| ✓ | A2 | Utilitza paraules/ frases senzilles per demanar a algú que expliqui alguna cosa. Reconeix quan es produeixen dificultats i intenta solucionar-les amb un llenguatge senzill, la retrobaria a partir d'un problema. Transmet la informació principal de textos o converses breus i senzills sobre temes quotidians d'interès immediat, sempre que s'expressin clarament amb un llenguatge senzill. | 3 | Transmet textos o converses breus i senzills sobre temes quotidians d'interès immediat. |
| ✓ | B2 | Transmet (en llengua B) la informació principal de correspondència formal i/o informes (en llengua A) sobre temes generals i sobre temes relacionats amb les àrees d'interès. | 2 | Transmet (en llengua A) la informació principal de correspondència formal i/o informes sobre temes generals i sobre temes relacionats amb les àrees d'interès. |
| ✓ | B1 | Transmet (en llengua B) informació específica de textos informatius senzills (per exemple, fullets, catàlegs, avisos, rètols, cartells, cartes o correus electrònics) (en llengua A). | 1 | |
| ✓ | A2 | Transmet (en llengua B) de manera senzilla una sèrie d'instruccions curtes i senzilles, sempre que l'original (en llengua A) estigui articulat a poc a poc i amb claredat. | 1 | |
| ✗ | Pre-A1 | Transmet (en llengua B) informació molt bàsica (per exemple, números i preus) de textos curts, senzills i il·lustrats (en llengua A). | 1 | |
| ✓ | B1+ | Resumeix (en llengua B) una narració curta o un article, xerrada, discussió, entrevista o documental (en llengua A) i respon a altres preguntes sobre els detalls. | 2 | |
| ✓ | B1 | Resumeix de manera senzilla (en llengua B) la informació principal continguda en textos senzills (en llengua A) sobre temes coneguts (per exemple, una breu entrevista, un article d'una revista, un fullet de viatges). | 2 | |
| ✗ | A2+ | Resumeix (en llengua B) la informació principal de textos informatius breus i senzills (en llengua A) sobre temes coneguts. | 1 | |
| ✓ | B1+ | Resumiu per escrit (en llengua B) la informació i els arguments de textos (en llengua A) sobre temes d'interès general o personal. | 1 | es capes d'extreure la informació rellevant |
| ✗ | A2+ | Recull en una llista (en llengua B) la informació rellevant continguda en textos breus i senzills (en llengua A), sempre que tractin temes concrets i coneguts i continguin només llenguatge senzill i quotidià. | 1 | |
| ✗ | A2+ | Capta i reproduïx paraules i frases clau o oracions breus procedents d'un text curt que es troba dins de la competència i l'experiència limitades de l'aprenent. | 1 | |
| ✓ | A2 | Usa un llenguatge senzill per transmetre (en llengua B) la informació principal de textos molt breus (en llengua A) sobre temes coneguts i quotidians que contenen vocabulari de més freqüència, malgrat els errors, el text resulta comprensible i és capaç de reproduir paraules i/o oracions breus d'un text curt. | 2 | |






Figure 16: Examples of descriptors discussed by the teachers' commission with votes and handwritten modifications proposed

All partners were encouraged to eliminate, modify and add to descriptors throughout the focus groups (in Sessions T1, P1 and C3). Although partners did not work together (except for parents and teachers in the last session), the materials used in the sessions included the feedback provided in the previous sessions. For instance, the teachers worked on the descriptors first, and after the researchers implemented their selection and proposals of edits, these modified descriptors were the ones used in the session with the parents. And after implementing the feedback given by the parents, children worked on the most updated version of the descriptors, which included the teachers' and the parents' edits. Therefore, the three partner groups did not work together (except for in the last session with teachers and parents), but their work built upon the work done by other partners in previous sessions.

In addition, all partners were involved in voting in some way, which allowed for everyone in the groups to participate, particularly in the case of parents/carers (Figure 17) and children (Figure 18), where oral fluency in the discussion language and/or shyness may have limited participation.

| التعديل والتبسيط والإغناء | ق على الخامس أو السادس؟ ✓ ✗ | | | |
|--|-----------------------------------|---|--|---|
| | ✓ | يمكن التعاون مع أشخاص من خلفيات أخرى، وإظهار الاهتمام والتعاطف من خلال طرح الأسئلة البسيطة والإجابة عنها والسؤال عما إذا كان الناس موافقين. | | 1 |
| استشارة بسيطة إذا كانوا اصعب العاظم | ✓ | يستطيع استخدام كلمات (إشارات) بسيطة ليطلب من شخص ما شرح شيء ما. يمكن التعرف على الصعوبات والإشارة إليها بلغة بسيطة. يمكن أن ينقل النقطة (النقطة) الرئيسية التي تنطوي عليها المحادثات أو النصوص القصيرة والبسيطة حول الموضوعات اليومية ذات الأهمية المباشرة. | | 2 |
| معلومات نصية أو سمعية ← شفهيًا أو بالإشارة | | | | |
| لا يستطيع لأنه يجد صعوبة في نقلها حروفياً. | ✗ | يمكن أن ينقل (باللغة ب) النقطة (النقطة) الرئيسية الواردة في الرسائل والموافقات الرسمية (باللغة أ) حول مواضيع عامة ومواضيع تتعلق بمحالات اهتمامه. | | 3 |
| نعم ولكنهم ما يكون مترجم في جميع الحالات. | ✓ | يمكنه نقل (باللغة ب) معلومات محددة واردة في نصوص إعلامية مباشرة (مثل المنشورات، أو الكتيبات، أو الإعلانات والرسائل أو رسائل البريد الإلكتروني) (باللغة ب). | | 4 |
| | ✓ | يستطيع أن ينقل (باللغة ب) بطريقة بسيطة سلسلة من التعليمات القصيرة والبسيطة شريطة أن يكون الأصل (باللغة أ) واضحاً وبيطه في التهجيز. | | 5 |

| | | | | |
|---|---|---|--|----|
| جی یاں ایسے تمام ثقافت کے بارے میں جانتے ہیں اور حضروں کو بھی بتاتے ہیں۔ اس میں کمی جی۔ | ✓ | دیگر ثقافت کے ارکان کو اپنی ثقافت کی خصوصیات کی وضاحت کرتا ہے یا اپنی ثقافت کے ارکان کو دوسری ثقافت کی خصوصیات کی وضاحت کرتا ہے۔ | | 14 |
| جی یاں۔ جیساں ضرورت پڑھے۔ | ✓ | روزمرہ تسلیات، الوداع، اظہار شکر اور معذرت میں موزوں روپ پرتتا ہے، اگرچہ انہیں معمول سے ہٹ کر کسی بھی صورت حال سے اہتاً دشوار لگتا ہے۔ | | 15 |
| الضرورت پڑھے تو کہہ سکتے ہیں۔ سبھی لکھتے ہیں۔ لکھنے کے بنا سکتے ہیں۔ | ✓ | کسی متن کے موضوع اور مرکزی پیغام (مثلاً ایک ہی موضوع پر مختلف زبانوں میں مختصر صحافتی مقالہ جات پڑھنے وقت) ایک زبان میں سمجھنے کے بعد اسے دوسری زبان میں استعمال کرتا ہے۔ | | 16 |
| بعض دفعہ ایسا ہوتا ہے کہ روزمرہ لکھتے ہیں | ✓ | مختلف زبانوں میں ایک ہی موضوع پر متن سے جو کچھ سمجھا ہے اس کا فائدہ اٹھا کر متن کے پیغام کو اخذ کرتا ہے (مثلاً مختصر خبریں، میوزیم کے پرگچے، آن لائن جائزے)۔ | | 17 |
| جی یاں۔ | ✓ | ہن الاقوامیت اور مختلف زبانوں میں عام الفاظ/علاموں کو پہچانتا ہے۔ یہ مطلب اخذ کرتا ہے کہ الفاظ کا بیان بہت آہستہ اور واضح ہو اور اگر ضرورت ہو تو دہرائے۔ | | 18 |

| | | | | |
|----|---|---|---|--|
| 14 |  | Peut expliquer des éléments de sa propre culture à des membres d'une autre culture ou expliquer des éléments de l'autre culture à des membres de sa propre culture. | ✓ | |
| 15 |  | Peut se conduire de façon adéquate dans les salutations quotidiennes, les au-revoir, les expressions de remerciements et d'excuses, en ayant toutefois des difficultés à se débrouiller dans des situations inhabituelles. | ✓ | peut avoir des difficultés mais peut-être par timidité |
| 16 |  | Peut utiliser ce qu'il/elle a compris dans une langue pour comprendre le thème et le message principal d'un texte dans une autre langue (par ex. la lecture de courts articles de journaux sur le même thème dans différentes langues). | ✓ | |
| 17 |  | Peut recomposer le message d'un texte à partir de ce qu'il/elle a compris de textes traitant du même sujet mais rédigés dans différentes langues (par ex. de l'actualité en bref, des brochures de musées, des critiques en ligne). | ✓ | |
| 18 |  | Peut reconnaître des internationalismes et des mots/signes communs à différentes langues pour en déduire ce que les gens tentent de leur dire directement, à condition que l'articulation soit très lente et claire, avec répétition si nécessaire. | X | a du mal à comprendre. Pe. car. Han quand l'accent est très différent. |






| | | | | |
|----|---|---|---|--|
| 14 |  | Can explain features of their own culture to members of another culture or explain features of the other culture to members of their own culture. | ✓ | |
| 15 |  | Can act (appropriately) in everyday greetings, farewells and expressions of thanks and apology, although they have difficulty coping with any departure from the routine. | ✓ | Depends on character |
| 16 |  | Can use what they have understood in one language to understand the topic and main message of a text in another language (e.g. when reading short newspaper articles in different languages on the same theme). | ✓ | Can fixate on a literal translation without understanding context. |
| 17 |  | Can deduce the message of a text by exploiting what they have understood from texts on the same theme in different languages (e.g. news in brief, museum brochures, online reviews). | ✓ | |
| 18 |  | Can recognise internationalisms and words/signs common to different languages to deduce what people are trying to say directly to them, provided the articulation is very slow and clear, with repetition if necessary. | ✓ | |

Figure 17: Examples of parents' votes for the descriptors, and comments in their heritage languages (Urdu, Arabic, French and English)




















| | | Sé i bé? |
|----------------------------|--|----------|
| | | ✓ X |
| 1 |  Puc col·laborar amb persones d'altres procedències (lingüístiques i culturals) , amb interès i empatia, fent preguntes i respostes senzilles, i preguntant si estan d'acord. | ✓ |
| 2 |  Puc utilitzar paraules senzilles per demanar a algú que expliqui alguna cosa, i jo puc explicar la informació de textos o converses breus de temes del dia a dia. | ✓ |
| Info textual → Oral | | |
| 3 |  Puc comunicar en una llengua la informació principal de textos formals sobre temes generals i d'interès escrits en una altra llengua . | ✓ |
| 4 |  Puc comunicar en una llengua informació de textos informatius senzills (per exemple, fullets , catàlegs, avisos, rètols , cartells, cartes o correus electrònics) en una altra llengua . | ✓ ? |
| 5 |  Puc comunicar en una llengua una sèrie d'instruccions curtes i senzilles, sempre que l'original (en una llengua diferent) sigui clar. | ✓ |
| <i>Massa: exemples</i> | | |
| 12 |  Puc facilitar la comunicació entre cultures iniciant la conversa, mostrant interès i empatia mitjançant preguntes i respostes senzilles, i expressant acord i comprensió. | ✓ |
| 13 |  Puc facilitar un intercanvi intercultural mostrant una actitud d'acollida i interès amb paraules senzilles i gestos, convidant altres a parlar. | X |
| 14 |  Puc explicar la meva pròpia cultura a persones d'una altra cultura. Puc explicar una altra cultura a persones de la meva pròpia cultura. | ✓ ✓ |
| 15 |  Puc comportar-me adequadament en salutacions, comiats i expressions d'agraïment i disculpa en les llengües de casa i de l'escola . | ✓ |
| 16 |  Puc utilitzar allò que he entès en una llengua per entendre el tema d'un text en una altra llengua (per exemple, en llegir articles curts sobre un mateix tema escrits en diferents llengües). | ✓ |
| 17 |  Puc deduir el missatge d'un text aprofitant el que he entès de textos sobre el mateix tema en diferents llengües (per exemple, notícies breus, fulletons de museus, ressenyes en línia). | ✓ |
| 18 |  Puc reconèixer i deduir paraules internacionals i comunes en diferents llengües . | ✓ |
| 19 |  Puc utilitzar de manera creativa les meves llengües diferents en contextos del dia a dia . | ✓ |
| 20 |  Puc utilitzar paraules i frases senzilles de diferents llengües per intercanviar informació . <i>DEPENDENT DE LA LLENGUA.</i> | X |
| 21 |  Puc col·laborar en tasques compartides , si els altres parlen lentament i m'ajuden a expressar-me (en una o més llengües). | ✓ |
| 22 |  Puc convidar altres persones a que intervinguin en tasques senzilles, i puc indicar que ho entenc, i preguntar si els altres també ho entenen (en una o més llengües). | ✓ |
| 23 |  Puc repetir part del que algú ha dit per confirmar la comprensió i desenvolupar les idees (en una o més llengües). | ✓ |
| 24 |  Puc preguntar què pensa algú sobre una idea determinada en llengües diferents (en una o més llengües). | ✓ |
| 25 |  Puc pren notes senzilles en una presentació d'un tema conegut i predictible (en una o més llengües). | X |

Figure 18: Examples of children's votes for the descriptors, highlights of difficult words and modifications proposed

3.7 Descriptor validation

Validity refers to the extent to which a concept, measure or study accurately represents the intended meaning or reality it is intended to capture. It is a fundamental concept in research and assessment that assesses the soundness and appropriateness of the conclusions, inferences or interpretations made, based on the data or evidence collected (Hassan, 2024). In this study we collected validity evidence that the concepts in the rubric (the descriptors) accurately represented the reality that the rubric intended to capture. This evidence was gathered by collecting feedback from partner focus groups (parents/carers, teachers, students, parents and teachers). In addition, face validity was established through collating perspectives of all partners during the process of co-creation, as different iterations of the rubric, after partner feedback, meant that the rubric was ‘personalised’ involving partner inputs and co-construction. Face validity in psychology research is commonly understood as test-takers’ perspectives on the test itself (such as meaningfulness and understandability; Allen et al, 2023).

We believe this process provided strong evidence of construct validity. Construct validity (research) examines whether a study (i.e. a test) adequately measures the intended theoretical constructs or concepts. It focuses on the alignment between the operational definitions used in the study (i.e. the rubric) and the underlying theoretical constructs (Hassan, 2024) concerning that which is being measured.

In addition, we wanted to check that the descriptors in the rubric represented the children’s reality. To achieve this, we triangulated data-collection methods (results of children’s activities, co-created rubric) and results from focus groups and pedagogical activities between partner groups (three distinct groups). Through triangulation between partner groups, we wanted to check if perspectives and realities were shared or diverged.

Furthermore, we used participant validation as a strategy for ensuring trustworthiness of the data and the results (Lindheim, 2022). ‘Participant validation implies that the researcher in one way or another presents the data material or the preliminary analysis to the informants to validate and assess interpretations’ (Lindheim, 2022: 225). All the partners confirmed the preliminary results, which were the rubric items (descriptors) through a process of choosing and modifying based on feedback by them, throughout the research process.

Finally, keeping a detailed record of the methodological process for the duration of the co-creation and storing, labelling and analysing data promptly, alongside weekly researcher and head teacher meetings, meant that managing the change process could be ‘systematic and focused [...] through problem-solving, decision making and reflection’ (Chiu, 2003: 166). Detailed recording meant that methods could be made explicit and helped to address questions of quality and validity, which can be issues for action researchers (Chiu, 2003).

The actions in relation to dealing with the data and the methodological process, as described above, demonstrate that the rubric’s constructs/criteria were applicable. That is

to say, they accurately and fairly cover and represent what one needs to know or do to perform well on the tasks at hand when test-takers encounter the tasks in the real world. However, because the initial selection of descriptors was carried out by teachers and were worked on by children and parents after the teachers, this implies that the descriptors are valid predominantly in relation to the content area related to pupils and their school. This point will be addressed and discussed further in a forthcoming paper.

3.8 Rubric versions and pre-piloting of the rubric

The rubric went through several revisions before its final version. In total, five versions have been co-created up until now, considering the comments and voting from all partners in the focus group sessions. All versions can be accessed freely in the Open Science Framework repository.⁴

The rubric was piloted in three steps with all partners.

1. The piloting of the rubric took place with the children within their class after their fourth focus group session. The session (C5) was dedicated to each child completing the paper-based rubric, largely by themselves, although some children had support workers to help them. All the children completed the pilot version (see example in Figure 19). The rubric was six pages by this time, and out of this session came the suggestion that a shortened version should be made for children with additional needs such as dyslexia, other additional learning needs and varying (Catalan) literacy levels.
2. The piloting of the rubric for parents was carried out by the school distributing the paper-based version of the rubric to parents. Thirteen rubrics were returned from parents of 5th-year children and four rubrics from 6th year.
3. The piloting of the rubric by two teachers took place in the school. The 5th-year teacher left the school, and it was not possible for her to fill in the rubrics for her 5th-year children. However, two other teachers who were familiar with 5th-year children filled in the rubrics. As for the 6th year, the class teacher was only able to fill in a small sample of rubrics (number to be confirmed) before the school holidays, but she was encouraged to fill in rubrics from children whose parents we had responses from to maximise triangulation of results.

⁴ Segura, M., & Knight, J. (2024). *Creating a school-child-family evaluation rubric for evaluating children's plurilingual and intercultural competence in a Catalan primary school*. Open Science Framework. <https://doi.org/10.17605/OSF.IO/WE9C2>

LES MEVES COMPETÈNCIES PLURLINGÜE I INTERCULTURAL

NOM I COGNOMS: _____

Quines llengües puc parlar i/o utilitzar?

| | |
|--|---|
| <input checked="" type="checkbox"/> Català | <input checked="" type="checkbox"/> Àrab |
| <input checked="" type="checkbox"/> Castellà | <input type="checkbox"/> Alemany |
| <input type="checkbox"/> Anglès | <input type="checkbox"/> Bengali |
| <input type="checkbox"/> Francès | <input checked="" type="checkbox"/> Hindi |
| <input type="checkbox"/> Kazakh | <input checked="" type="checkbox"/> Urdu |
| <input type="checkbox"/> Tagalog | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Rus | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Italià | <input type="checkbox"/> _____ |

TOTAL: 6 llengües

1. MEDIACIÓ GENERAL

Puc col·laborar amb persones d'altres procedències (lingüístiques i culturals), amb interès i empatia, fent preguntes i respostes senzilles, i preguntant si estan d'acord.

Puc utilitzar paraules senzilles per demanar a algú que expliqui alguna cosa, i puc explicar la informació de textos o converses breus de temes del dia a dia.

| | | | |
|---|---|---|---|
| 😊 | 😐 | 😞 | 😡 |
| X | X | X | X |

4. EXPLICAR PER ESCRIT

Puc resumir per escrit en una llengua la informació de textos escrits en una altra llengua i extreure'n la informació rellevant.

Puc comunicar en una llengua la informació principal de textos molt breus sobre temes coneguts i quotidians escrits en una altra llengua, i en puc repetir paraules.

| | | | |
|---|---|---|---|
| 😊 | 😐 | 😞 | 😡 |
| X | X | X | X |

5. TRADUIR

Puc traduir oralment a una llengua textos informatius escrits en una llengua diferent sobre temes coneguts o d'interès.

Puc traduir oralment a una llengua informació sobre temes coneguts i quotidians escrita en una llengua diferent (per exemple, notícies, narracions breus, indicacions, avisos, rètols, cartells o instruccions).

| | | | |
|---|---|---|---|
| 😊 | 😐 | 😞 | 😡 |
| X | X | X | X |

6. COMPRENDRE

Puc utilitzar allò que he entès en una llengua per entendre el tema d'un text en una altra llengua (per exemple, en llegir articles curts sobre un mateix tema escrits en diferents llengües).

Puc deduir el missatge d'un text aprofitant el que he entès de textos sobre el mateix tema en diferents llengües (per exemple, notícies breus, fullons de museus, ressenyes en línia).

Puc reconèixer i deduir paraules internacionals i comunes en diferents llengües.

| | | | |
|---|---|---|---|
| 😊 | 😐 | 😞 | 😡 |
| X | X | X | X |

7. PRENDRE NOTES

Puc prendre notes senzilles d'una informació oral o visual d'un tema conegut i previsible (en una o més llengües).

| | | | |
|---|---|---|---|
| 😊 | 😐 | 😞 | 😡 |
| X | X | X | X |

10. TREBALLAR INTERCULTURALMENT

Puc facilitar la comunicació entre cultures iniciant la conversa, mostrant interès i empatia mitjançant preguntes i respostes senzilles, i expressant acord i comprensió.

Puc facilitar un intercanvi intercultural mostrant una actitud d'acollida i interès amb paraules senzilles i gestos, convidant altres a parlar.

Puc explicar la meua pròpia cultura a persones d'una altra cultura. Pot explicar una altra cultura a persones de la meua pròpia cultura.

Puc comportar-me adequadament en salutacions, comiats i expressions d'agraïment i disculpa en les llengües de casa i de l'escola.

| | | | |
|---|---|---|---|
| 😊 | 😐 | 😞 | 😡 |
| X | X | X | X |

8. UTILITZAR EL REPERTORI LINGÜÍSTIC

Puc utilitzar de manera creativa les meves llengües diferents en contextos del dia a dia.

Puc utilitzar paraules i frases senzilles de llengües diferents per intercanviar informació.

| | | | |
|---|---|---|---|
| 😊 | 😐 | 😞 | 😡 |
| X | X | X | X |

11. TAMBÉ PUC...

Utilitza aquest espai per afegir altres coses que puguis fer utilitzant diverses llengües o combinant diferents cultures. Pots utilitzar algunes de les idees de la pàgina següent, si vols.

Puc Llegir en altres llengües

Puc Escriure en altres idiomes

Puc Parlar més de 2 llengües

Puc _____

| | | | |
|---|---|---|---|
| 😊 | 😐 | 😞 | 😡 |
| X | X | X | X |

LES MEVES COMPETÈNCIES PLURLINGÜE I INTERCULTURAL

Puc utilitzar més d'una llengua quan...

- Parlo
- Interaccio
- Em comunico amb gestos
- Ajudo els altres
- Tradueixo
- Miro la televisió
- Canto i/o ballo
- Escolto música
- Jugo
- Jugo a jocs digitals
- Llegeixo
- Escric
- Explico textos escrits
- Explico experiències i/o informació important
- Viatjo
- Estudio i/o faig deures
- Faig altres activitats o esports en el meu temps lliure

I també...

- Conec tradicions i/o festivals de diferents cultures
- Participo en celebracions diferents amb amics/amigues i/o família
- Participo en tradicions i/o festivals de diferents cultures
- Participo en activitats religioses
- Menjo plats de diferents cultures
- Conec gent d'altres països

Figure 19: Rubric piloted and completed by a child in the 6th year

Main study data collection and analysis

4.1 Data-collection process

Data collection was carried out in the focus groups using focus group activities. In addition, as aforementioned, data was also collected from a teachers' commission. The focal point of the focus group and commission activities was to work through questions about the rubric and descriptors and to give researchers feedback to confirm or modify it/them in some way.

In addition, we collected data that was focused on validating the rubric descriptors as phrases that described actions that children did either at school, at home or in the community. Data was in written form from partners on prepared focus sheets that partners had to write on. In addition, many focus group conversations were recorded, resulting in 14.5 hours of audio recordings. However, this data has not been used so far in the analysis. Table 5 summarises the data collected in each focus group session and the teaching commission.

Table 5: Summary of data collected in each of the focus group sessions

| Sessions | Partners | Data collected |
|----------------------|---------------------------------|--|
| Session T1 | Teachers (in four small groups) | <ul style="list-style-type: none"> ● 14 individual Excel documents of descriptors with teachers' indications ● 4 sets of audio recordings of the groups' discussions ● 4 sets of teacher-annotated papers of the nine descriptors that teachers needed to decide on (conflicts); annotated papers of six competences related to 'monolingual mediation' or 'plurilingual mediation' |
| Teachers' commission | Teachers | <ul style="list-style-type: none"> ● Annotated 'summary' table by six teachers in the commission. The table presented the descriptors chosen by teachers in Session T1 and included a calculation of votes that each descriptor had received by teachers. |
| Session P1 | Parents (in two small groups) | <ul style="list-style-type: none"> ● 8 individual parent-annotated papers (in their own language) ● 2 parent-annotated papers for two parent groups ● 2 sets of audio recordings of the groups' discussions ● Researcher notes ● Observation notes from two assistants |
| Session C1 | Children | <ul style="list-style-type: none"> ● Written comments from individual children about languages they speak/understand (25 from 6th year, 15 from 5th year) |

| | | |
|------------|--|---|
| | (in ten small groups) | <ul style="list-style-type: none"> ● Written comments from children in ten groups about languages (25 from 6th year in six groups and 15 from 5th year in four groups) ● Researcher notes |
| Session C2 | Children (in 18 pairs) | <ul style="list-style-type: none"> ● 18 written comments and coloured bubbles indicating actions of what they could do using different languages (11 pairs from 6th year, 7 pairs from 5th year) ● Researcher notes ● 22 photos of class and group work/focus activities from sessions C1 and C2 |
| Session C3 | Children (in eight small groups) | <ul style="list-style-type: none"> ● 5 group sheets from 6th year and 3 group sheets from 5th year with voting indicators related to the rubric's content (descriptors) and written comments ● 8 sets of audio recordings of the groups' discussions ● Researcher notes |
| Session C4 | Children (in eight small groups) | <ul style="list-style-type: none"> ● 5 group sheets from 6th year and 3 group sheets from 5th year with voting indicators and written comments from children in each group related to the rubric design ● 8 sets of audio recordings of the groups' discussions ● Researcher notes |
| Session TP | Teachers and parents (in three small groups) | <ul style="list-style-type: none"> ● 3 group sheets with 12 individual voting indicators and written comments from teachers and parents from each of the three mini-groups related to the rubric design |
| Session C5 | Children | <ul style="list-style-type: none"> ● 30 completed rubrics by children – scanned (16 from 6th-year children, 14 from 5th-year children) ● Researcher notes and notes from discussions with teachers |

4.2 Data analysis

Data analysis had to take into consideration that we were working within a Participatory Action Research (PAR) framework and using focus groups and focus group activities to collect data. In PAR projects, 'data collection and analysis are not typically isolated to different phases of research. Instead, a tried and tested approach to collaborative analysis is to use generated data as a basis for reflection on commonalities, patterns, differences, underlying causes or potentials on an ongoing basis' (Cornish et al., 2023: 7). The data

analysis also followed focus group principles. Focus group analysis is ‘systematic, sequential, verifiable, and continuous’ (Krueger & Casey, 2000: 128).

With respect to the project, after each focus group data analysis took place and was therefore systematic and continuous (see Table 6). The data-collection-analysis process meant that once information/choices had been shared in the focus groups, through voting indications or written comments, the researchers acted on the information/choices within ten days, because it was ‘new knowledge’ that could be fed back into the rubric co-creation process and generate another rubric version for partners to respond to again. While the analysis did not maintain a ‘collaborative analysis’ (as mentioned by Cornish et al., 2023), partners did come together to ‘critically discuss’ each rubric version after modifications had been made by researchers.

Following focus group principles, procedures were put in place to systematically and sequentially collect perspectives and information (data) from partners. Once researchers agreed on the analytical strategies, while looking at different data sources, the strategies were written up so that the process could be open for inspection. A trail of evidence was clearly documented and organised so that our analysis could be verified by others. In addition, the analysis was a continuing process whereby raw data was entered into the computer. The focus group analysis began in the first group in keeping with the principle that ‘analysis is carried out concurrently with data collection’ (Krueger & Casey, 2000: 116). In addition, subsequent group data was analysed and compared to earlier groups, the difference being that instead of stopping with comparing groups, the PAR partners were (co)building on previous partners’ contributions. In addition, children were expanding the shared knowledge by contributing examples of their non-school-related plurilingual and intercultural activities.

The data analytic techniques utilised by researchers were qualitative. This encompassed organising qualitative data in such a way as to understand similarities and differences, where partners converged or diverged, both in relation to the descriptors but also in relation to each of the partner groups.

Because a main source of data was written comments from the focus groups, the written comments, on pre-prepared focus activity sheets, were read and reread by researchers to gain an initial understanding of the partners’ views, experiences, opinions, preferences or perspectives. These written comments were then tabulated into Excel documents to see patterns or themes by comparing and contrasting, not only within groups but across groups and across partner data. The completed group activity sheets were also made into photos or scanned and checked against the tabulated representations of them.

In addition, tabulated comments enabled us to calculate quantities to inform descriptive statistics related to the qualitative data. This was particularly important when partners were asked to indicate their opinions through ticking as a form of voting in relation to specific aspects of the rubric content and design. Researchers’ (field) notes were also discussed

during data-analysis sessions, and these helped researchers in triangulating preliminary results from the analysis of written comments, alongside photos of the activity sheets or other artefacts, such as classroom photos.

Each time data needed to be analysed after focus group sessions or activities, different analytical questions were created depending on what was needed to be established before taking the 'results' back to the partners in the next step of the rubric creation/modification. For this reason, the analytical techniques that were used specifically for the project were not pre-planned (which is not typical for focus group analysis), but rather they were devised or decided upon during the analysis itself. This meant that a new methodology was created specifically for this project, but which drew on qualitative data analytical techniques to identify themes, patterns and strength of preference/opinion (through voting indicators). Themes, patterns and strength of opinion either related to the theoretical framework/literature review or indicated 'new knowledge', relevant for the partners and the rubric co-creation in some way.

Table 6: Summary of data analysis conducted after each session

| Sessions | Partners | Data analysed |
|----------------------|---------------------------------|--|
| Session T1 | Teachers (in four focus groups) | Analysis of the four sets of teacher annotations on the descriptors. Triangulation of results led either to eliminating descriptors that were considered not suitable by more than half of the teachers or to keeping (with the edits proposed) the descriptors considered relevant for children at the end of primary. In addition, descriptors that were categorised as 'monolingual mediation' were also removed. |
| Teachers' commission | Teachers | Text-based/numerical recording of the descriptors chosen by the teachers' commission, which served as the basis for the first iteration of the rubric. |
| Session P1 | Parents (in two focus groups) | <ul style="list-style-type: none"> ● 8 individual parent-annotated papers (in their own language) ● 2 parent-annotated papers for two parent groups ● Researcher notes ● Observation notes from two assistants ● 2 sets of audio recordings of the groups' discussions (not analysed but to be used if necessary) |
| Session C1 | Children | Inputting data onto an Excel file. Quantitative data included the number of languages spoken or activities they did from the bubbles. Qualitative data included the children's comments, |
| Session C2 | Children | |

| | | |
|------------|----------------------|---|
| | | which were transcribed, read by the researchers and classified into themes. |
| Session C3 | Children | Inputting data onto an Excel file. Quantitative data included the number of times that each descriptor was voted for positively by the groups of students. Qualitative data included the children's comments on the wording of the descriptors, the use of the icons, etc. All data was triangulated, and some descriptors were reworded so that the content was more easily understandable by the children. |
| Session C4 | Children | Inputting data onto an Excel file. Quantitative data included individual votes from each of the children for each of the ten format-related items that they were asked to discuss in small groups. Qualitative data included the children's comments related to the format. All data was triangulated, and some format changes were applied, such as related to the icons, the sections and the overall layout of the rubric. |
| Session TP | Teachers and parents | Inputting data onto an Excel file. Quantitative data included individual votes for each of the format-related items (applied to the modified version of the rubric including the children's comments from the previous session). Qualitative data included the parents' and teachers' comments. |
| Session C5 | Children | Scanning of the filled-in rubrics and inputting data onto an Excel file. Data analysis on this part will be developed when the rubrics filled in by the parents and schoolteacher are delivered to the researchers. |

Results

The initial research question (RQ) related to how teachers, parents/carers, children and teacher trainers/researchers might co-create a rubric that (1) incorporates both European competence and curriculum descriptors, (2) is relevant and context-sensitive to children's plurilingual and pluri-/ intercultural practices in school, home and community scenarios, and (3) considers design and usability issues. Now we review each of these three aspects of the RQ.

5.1 Incorporating European competence/curriculum descriptors

The selection, incorporation and modification of the descriptors for the rubric was carried out through a methodology specifically created for the rubric co-creation process. Therefore, the methodology created for and during the partnership is an important result of this study. While the selection of descriptors from the CEFR was carried out initially by the partner-researchers, who were familiar with the plurilingual and intercultural competences in the Catalan curriculum and plurilingual and pluricultural competences in the CEFR, as well as the construct of (monolingual and plurilingual) mediation from the CEFR, the incorporation and modification was carried out through the partnerships and iterative cycles of working with partner groups. This process involved receiving their input and feedback while researchers reflected back decisions made by partners and moved the process on by providing newer rubric versions or creating activities that asked partners to reflect on specific aspects of the rubric at different moments. Specific techniques were developed to work with partners apart from the iterative cycles. These included using multiple languages to understand descriptors (parents), using group discussions and a voting system of ticks (all partners), as well as encouraging crossing out, modifying or adding text to descriptors in writing. Without the iterative cycles with partners, activities created and techniques used, the incorporation and modification of the descriptors in the final version could not be achieved.

The methodology created for the project is conceived as an innovative methodology for competency-based assessments in linguistically and culturally 'superdiverse' (Vertovec, 2007) contexts that need families and children to participate to capture a fuller picture of the competence(s) in question, because schools cannot do this alone. This innovative methodology is reported more fully in the paper entitled 'Innovation and changing roles in times of change: The co-production of an evaluation rubric for children's plurilingual and intercultural competence' (see section 7.2). Understanding that involving children and families in the descriptor selection as *essential* is different from assessments that desire to involve family or children as *preferable* or *valuable*. An assessment created to evaluate children's plurilingual and intercultural competence without the children or families would conceivably facilitate a partial recognition of children's plurilingual and pluri-/intercultural competences, in relation both to the languages assessed as well as to the linguistic/cultural practices that the children engage in.

5.2 Relevance and context-sensitivity to children’s plurilingual and pluri-/intercultural practices in school, home and community

For the rubric to be relevant and context-sensitive to children’s plurilingual and pluri-/intercultural practices in school, home and community scenarios, we essentially asked the partners through the paper-based focus group activities (children and parents had to tick if they/children did the activities), which also generated ‘bottom-up’ examples from children themselves through guided questions on activity sheets with sticky notes. We purposefully divided children’s practices in relation to school, home and community scenarios so that children could reflect more holistically on their full linguistic and cultural repertoire and include practices and languages that they may not use at school or that school may not officially recognise (with regard to both school-taught languages of Catalan, Spanish and English as well as translanguaging practices that are not explicitly encouraged or recognised at school). In this way, bottom-up examples were used to check if the descriptors selected were relevant (i.e. matched the language practices of children) in terms of topics, differing social contexts, activities performed and languages used. Because ‘context-sensitive and relevant’ is the opposite of a ‘one-size-fits-all approach’ often adopted by international language tests (Karavas & Mitsikopoulou, 2018), partner perspectives were paramount. We understand ‘context-sensitive’ as being sensitive to the child’s repertoire (their languages and practices) as well as to the regional context of Catalonia. It was these perspectives that drove the iterative cycles forward so that revised rubric versions were made. The pedagogical activities allowed for examples to be generated by feedback from the children to illustrate some descriptors that were incorporated into the rubric (later removed to simplify the final version) and express all the languages they know/understand. Examples of this can be seen in Figure 20A, which is the front page of the rubric that lists the languages understood/spoken by children (context sensitive), and Figure 20B, which is the last page of the rubric that lists activities that children indicated that they *can do* with their languages during the sessions, which we then collated as a list. The last section of the last page in Figure 20B also invites children to add to this list.

**LES MEVES COMPETÈNCIES
PLURILINGÜE I INTERCULTURAL**

NOM I COGNOMS: _____

Quines llengües puc parlar i/o utilitzar?

| | |
|-----------------------------------|----------------------------------|
| <input type="checkbox"/> Català | <input type="checkbox"/> Àrab |
| <input type="checkbox"/> Castellà | <input type="checkbox"/> Alemany |
| <input type="checkbox"/> Anglès | <input type="checkbox"/> Bengali |
| <input type="checkbox"/> Francès | <input type="checkbox"/> Hindi |
| <input type="checkbox"/> Kazakh | <input type="checkbox"/> Urdú |
| <input type="checkbox"/> Tagalog | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Rus | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Itàlia | <input type="checkbox"/> _____ |

TOTAL:
___ llengües

Figure 20A: Front page of the rubric for children to tick languages they speak/understand

**LES MEVES COMPETÈNCIES
PLURILINGÜE I INTERCULTURAL**

Puc utilitzar més d'una llengua quan...

| |
|--|
| <input type="checkbox"/> Parlo |
| <input type="checkbox"/> Interaccio |
| <input type="checkbox"/> Em comunico amb gestos |
| <input type="checkbox"/> Ajudo els altres |
| <input type="checkbox"/> Tradueixo |
| <input type="checkbox"/> Miro la televisió |
| <input type="checkbox"/> Canto i/o ballo |
| <input type="checkbox"/> Escolto música |
| <input type="checkbox"/> Jugo |
| <input type="checkbox"/> Jugo a jocs digitals |
| <input type="checkbox"/> Llegeixo |
| <input type="checkbox"/> Escric |
| <input type="checkbox"/> Explico textos escrits |
| <input type="checkbox"/> Explico experiències i/o informació important |
| <input type="checkbox"/> Viatjo |
| <input type="checkbox"/> Estudio i/o faig deures |
| <input type="checkbox"/> Faig altres activitats o esports en el meu temps lliure |

I també...

| |
|--|
| <input type="checkbox"/> Conec tradicions i/o festivals de diferents cultures |
| <input type="checkbox"/> Participo en celebracions diferents amb amics/amigues i/o família |
| <input type="checkbox"/> Participo en tradicions i/o festivals de diferents cultures |
| <input type="checkbox"/> Participo en activitats religioses |
| <input type="checkbox"/> Menjo plats de diferents cultures |
| <input type="checkbox"/> Conec gent d'altres països |

Figure 20B: Last page of the rubric for children to tick activities

This part of the research question is further elaborated in the forthcoming paper entitled 'Reflections on addressing educational inequalities through the co-creation of a rubric for assessing children's plurilingual and intercultural competence', where the concept of cultural and linguistic sensitive assessment is explored and applied in relation to the project as a social justice issue (see section 7.2).

5.3 Design and usability issues

Design and usability issues encompassed a number of aspects agreed with the school at the beginning of the project. For this project, these were that the rubric and descriptors should:

- be user-friendly
- be comprehensible, using plain language (no jargon)
- be understandable in terms of which languages are used
- be engaging for all partners (parents, teachers and children)
- be able to match the naturally occurring activities within classes/school whereby children can demonstrate their plurilingual and intercultural competences
- be as sustainable as possible (i.e. digitally available)
- be appropriate for the different ages of the children across the three primary school cycles (lower, middle and upper)
- include visuals as support for families (who do not share the main school's vehicular language) to communicate meaning (of the child's competence achievement)
- consider different formats for different ages.

Some of these issues were achieved fully, others partially and others are unresolved. The methodology created, involving partners in iterative cycles, meant that we could directly focus on specific aspects outlined above by asking partners directly in the focus groups through prompt and discussion sheets and by involving them in controlling the development of the rubric content and design. Questions combined both open and closed question types and always with voting and comments sections so that we could see the variations and strength in opinions for each question. Questions that were asked to parents involved the following, and a simplified version of the questions was made for children:

1. Do the phrases describe what myself or others can do in class/school or outside of school?
2. Do the phrases say the plurilingual and intercultural abilities that some or all of us have?
3. Is the language (words and phrases) easy to understand?
4. Is the meaning understandable in Catalan?
5. Is the meaning of the phrases clear through the images and keywords in bold?
6. Is the rubric simple to use?
7. Is the rubric attractive?
8. Is the text big enough? (on the A4 version)
9. Is the format and design, ok? e.g. colours, boxes and numbers.
10. Is it better to be digital or on paper?
11. Do we have any other comments? Ask everyone in the group!
12. What do you think about the length of the rubric (number of items)?
13. Do you think it would be useful to add a space where you could add comments or additional abilities that children 'can do' with different languages?


Aspects that were fully addressed/achieved were the rubric's user-friendliness, comprehensibility, engagement of parents and ability to match the naturally occurring activities within classes/school where children can demonstrate their plurilingual and intercultural competences. This was because the methodology and timeframe allowed us to focus extensively on these aspects. In addition, engaging teachers was fully addressed because all teachers were involved in selecting descriptors, discussing appropriacy and relevance of descriptors as well as modifying wording of descriptors, if desired.

Comprehensibility (no jargon) is understood as 'accessibility' in some studies. We address the concept of 'accessibility' (or the avoidance of technical language typically used by teachers and formal educational documents) in the paper 'Reflections on addressing educational inequalities through the co-creation of a rubric for assessing children's plurilingual and intercultural competence' (see section 7.2). Some results from this paper relate to terminology. We quote ourselves in the following paragraphs as they describe how 'accessibility' was addressed in the project:

The terminology was assessed at two different stages. First, children were asked to review the written descriptors, make changes and highlight the words they did not

understand (steps 3 and 4 in Figure 5). Second, after piloting the rubric, they were asked to assess language comprehensibility (see Figure 6, items C, D and E) via a voting system and written comments. In both cases, teachers (and researchers) became descriptor-mediators (Commission of Europe 2018b) by accompanying children's discussions, during which they clarified concepts and gave examples, when necessary. The same procedure was followed with parents and teachers in different focus group sessions. (Knight & Segura, in press)

PART 1




1. Llegiu les frases en veu alta una per una en grup.
1. Read aloud the phrases one by one to the group.

| |
|----------|
| 5è i 6è? |
| ✓ × |
| ✓ |

| |
|----------|
| 5è i 6è? |
| ✓ × |
| × |


2. Feu un ✓ o una × a la rúbrica (columna verda) si una o més persones del grup ho pot fer.
2. Put a ✓ or a × on the rubric (green column) if one or more people in your group can do it.

Puc resumir en una llengua una narració curta o un article ~~o vídeo~~ entrevista o documental **escrit en una altra llengua** i respondre'n preguntes.



3. Feu canvis a les frases, si voleu.
3. Make changes to the phrases, if you want.

Puc comunicar en una llengua informació de textos informatius senzills (per exemple, **fullers**, catàlegs, avisos, **retots**, cartells, cartes o correus electrònics) **en una altra llengua.**



4. Subratlleu les paraules que no enteneu.
4. Highlight words you do not understand.

Figure 5: Prompt for children to assess applicability, accessibility and understanding of descriptors.

| PART 2 | | | |
|--------------------|--|--------------|------------------------|
| NOMS / NAMES _____ | | | |
| | | ✓ × | Comentaris Comments |
| | Exemple Example | ✓ ✓ × × ✓ | |
| A | Les frases descriuen el que jo i els companys podem fer a classe/l'escola o fora l'escola? Do the phrases describe what myself or others can do in class/school or outside of school? | | |
| B | Les frases parlen de les habilitats pluriilingües i interculturals que alguns o tots tenim? Do the phrases say the plurilingual and intercultural abilities that some or all of us have? | | |
| C | La llengua (les paraules i frases) és fàcil d'entendre? Is the language (words and phrases) easy to understand? | | |
| D | El significat és fàcil d'entendre en català? Is the meaning understandable in Catalan? | | |
| E | El significat de les frases és clar a través de les imatges i paraules clau en negreta? Is the meaning of the phrases clear through the images and keywords in bold? | | |

Figure 6: Prompt to encourage children to discuss rubric format (items A and B) and comprehensibility of language (items C, D, and E) used via individual voting within a small group, and written comments.

Involving the children (and all partners) in text editing processes ensured accessibility of terminology, which was especially important in the context of the present study: superdiverse classes of children speaking up to 5 or 6 schooling and HLs. But more importantly because children (and their parents/carers) showed different proficiency levels in Catalan (as corroborated by the schoolteachers). Hence, the Catalan was simplified (by children, teachers and researchers) to make the rubric's descriptors simpler/clearer to make it more accessible in terms of terminology used, as highlighted by the Commission of Europe (2018b). (Knight & Segura, in press)

Aspects that were partially addressed were appropriateness of the rubric for the different ages of the children across the three primary school cycles (lower, middle and upper) because the final rubric was created by and applicable for upper cycle only. Instead of other versions being created for children of other ages, a simpler version was proposed to be created as a shortened version for students for whom reading text was a challenge. This was because they had dyslexia or because languages of schooling (mainly Catalan) were fairly new to them, and a four-page rubric with text was 'too much'.

Another partially resolved aspect related to whether the rubric should be made digitally available. This is a challenge for many families because many families were reported by the school to have a mix of digitally savvy skills and/or whether a paper version would be more appropriate for this school. Therefore, in agreement with the school, the paper version was chosen for the children and parents to use, and the digital version for the teaching staff, which implies greater digital literacy.

An aspect that was unresolved was whether the rubric would be made available in a number of languages, i.e. the understandability. Owing to school policy, the rubric was left in Catalan, although versions could be translated to other school-taught languages if necessary. This is because these languages are considered ‘instrumental languages’ that support children in learning school-taught languages and interacting with others outside school in the official regional/national languages of Catalan and Spanish. ‘Linguistic instrumentalism’ (Kubota, 2011) emphasises the importance of learning particular languages, such as English, and varieties of them for individual successes as learners and workers (Kubota, 2011). For children at school reading descriptors in the rubric, we observed that many children could translate the concepts in the descriptors successfully to classmates who had less understanding of the school-taught languages. However, we could not guarantee that each child –specifically newcomers to school – could fully understand each descriptor if left to read alone. Translating the rubric descriptors into another language is not necessarily the answer for these children either because their reading skills in heritage languages may also be emerging.

For parents at the school, the final rubric also would remain in Catalan owing to school policy (even though the original descriptors were translated into all the heritage languages of the parents, which were six different languages in total: Russian, Urdu, French, English, Spanish and Tagalog). Although the rubric is to be given to parents in Catalan, there is a footnote indicating that if they have trouble understanding and filling in the rubric in Catalan, they can contact the school to ask for a translated version of it in their heritage language. Finally, symbols as a support to communicate meaning (of the child’s competence achievement) to children and families on the rubric were generally felt to be ambiguous or unclear by some partners, despite a number of attempts, and the general partner feedback was that having fewer symbols avoided confusion, which we understood as increasing understandability, i.e. just one symbol for each section of the rubric rather than one for each descriptor, as was the case in one of the earlier rubric versions.

Discussion and implications

The implications of the project and study are multiple, both from a practical perspective as well as from a theoretical one. In addition, there are implications that are important for policy considerations and other implications that require further research. For this section we draw on all the results obtained and reported in this report as well as the two articles accepted for publication (see section 7.2).

6.1 Implications from a practical perspective

From a practical perspective, the methodology developed shows one example of how assessing with teachers, families and children as partners can be achieved. The methodology is characterised by ‘democratisation’ of assessment practices (Palmer et al, 2019; Randolph & Johnson, 2017; Shohamy, 2001), prioritisation of ‘learner voice’ (Cleave, 2020) and ‘family engagement’ (Cleave, 2020). It also allows for the decentring of English, which is important if language hierarchy is to be challenged and children’s other heritage or school languages are given space to be visible (such as in the first page of the rubric and in discussions during the focus groups). Ishikawa (2018) proposes to decentre English as a separate language in favour of emergent practices for effective communication (Ishikawa, 2018). This is important because when the focus on language itself can be decentred, instead, human agency and action can be prioritised (Ishikawa, 2018), an idea initially put forth by Van Lier in 2007. Furthermore, the ‘systematic marginalisation’ (Ortega, 2020: 27) (although arguably not intentionally) of many children’s heritage languages in the school system can be rebalanced and given value, albeit briefly.

Not only is English decentralised but so are Spanish and Catalan as school-taught languages, because the rubric enables children to make their full repertoire visible without hierarchy and focusing not on single-language proficiency but, rather, practices through and with various languages (and also gesture), including and beyond European languages. However, the final rubric is in Catalan because Catalan is recognised as the official ‘instrumental language’ (Kubota, 2011) of schooling.

Other implications, from a practical perspective, can be discussed in reference to the challenges of assessing pluricultural competence and intercultural competence. Some of these were highlighted by Schauer (2020) in relation to (1) comprehensiveness, (2) assessment formats and techniques, and (3) real-life transfer, all of which could be partly overcome with the rubric creation and/or use. We review these three elements next, in relation to the project.

1. Taking up Schauer’s (2020) point of ‘comprehensiveness’, the rubric does not cover all descriptors related to plurilingual mediation, for example, or ICC, nor does it specify proficiency levels of competence that children have in different languages and across various skills (e.g. listening, reading). Therefore, we concur that ‘trying to assess all of them or even a large number of them will be difficult and time

consuming’ (Schauer, 2020: 6) for teachers. The project has shown that asking teachers to choose which ones are relevant seems a viable way forward, although this selection must be triangulated with the children’s and families’ (insiders or ‘emic’) perspective as highlighted by Fantini (2020). While we agree that not all elements of intercultural competence or plurilingual competence can be addressed in an assessment rubric, the final rubric version illustrates that both can be incorporated. In the case of this project, plurilingual mediation was central to the descriptors chosen with a few descriptions relating to intercultural competence. This is in contrast to Schauer’s (2020) finding that most studies focused more on the intercultural competence components in Byram’s (1997) framework and less on single-language learning (L2). Certainly, the assessment of single-language proficiency does not feature in our rubric, mainly because the school education system addresses this through official proficiency language exams at the end of final year in primary (at least in three languages). The highlighting of children’s knowledge and skills for carrying out plurilingual mediation alongside foregrounding the children as ‘intercultural speakers’ with ‘intercultural communicative competence’ (ICC) and ‘intercultural awareness’ by Baker (2022) is the emphasis and focus that is developed in this particular project. This focus we propose is essential for schools that have linguistically and culturally ‘superdiverse’ (Vertovec, 2007) plurilingual children because language-related skills that do not pertain to officially taught languages *and* single languages in schools are showcased. This means that ‘a deficit model’ of language (suggesting that children are lacking some aspect of language skill or knowledge), which can sometimes be attributed to children of migrant backgrounds (in political discourse, for example), is re-addressed.

2. Regarding assessment ‘formats’ (Schauer, 2020) and ‘techniques’ (Fantini, 2009), the use of the final rubric version, and its creation, underscores how rubric formats and techniques used in the process of co-creation and in the final use can be appropriate and effective for primary-age children as a means for overcoming one identified challenge in assessing plurilingual/pluri-/intercultural competence. While Schauer (2020) highlights the need for a range of formats for a variety of age ranges, Fantini (2009) highlights techniques that include group discussions, presentations, questionnaires, role plays, field tasks and activities that could form part of portfolios. In this project, we can distinguish between the rubric co-creation process and the rubric-as-product. In the co-creation process, techniques used were group discussions, based on activities posing questions and pedagogical activities (children). The format for the final rubric combined typical checklist-type columns, where children could tick level of competence (typical format for primary), combined with other-style pages that allowed children to personalise the rubric more: indicating the languages they spoke and/or understood (cover page of rubric)

and techniques including ticking practices they carried out in multiple languages (last page of rubric) as well as having space for adding extra things they can do.

3. Relating to ‘real-life transfer’, Schauer (2020) highlights the importance of ensuring that learners are able to communicate with representatives of other cultures through incorporating an interactive component with members of other cultures. However, the children in the context in this study are already plurilingual and pluricultural (shuttling their knowledge and skills between more than one language and culture) and they interact with children that are connected to unfamiliar cultures every day. Therefore, real-life transfer is not applicable to the children in this study because it is a lived reality for children. They do not need to take part in exchange programmes, written correspondence exchanges or interactions via internet communication programmes in order to interact with children related to other cultures. The implication of this may mean that their intercultural communicative competence and awareness is already more developed than monolingual children or children in more culturally homogeneous groupings. Therefore, ‘real-life transfer’ is not such a necessary challenge for children in already ‘superdiverse’ (Vertovec, 2007) contexts, e.g. children do not need to travel or find a ‘host’ to encounter cultural unfamiliarity or difference.

Finally, recognising the importance of ‘instrumental languages’ (Kubota, 2011) is necessary to have a considered approach to how language-related assessments can benefit children from migrant backgrounds. This consideration must be balanced with considerations related to linguistically and culturally sensitive assessments, which are arguably lacking in terms of practical examples in the field of language teaching and assessment. The ‘instrumental languages’ (Kubota, 2011) in our context are Catalan, Spanish and English and are addressed through the focus on single-language tests already in place for primary-age children. However, if assessments are to value the child as an intercultural speaker and citizen, as suggested by Baker (2022), then assessments must be developed that highlight the knowledge and skills needed for the competence that underpin this role and support it in terms of recognition and resources. This implies that assessments must involve families that speak/understand languages beyond school languages, which in turn conceivably implies that power relations need to change, as children and families are given more agency and voice in assessment practices. This conceivably can only be done if assessments are based on ‘local contexts and culture’ (building on Baker’s 2022 model). Linguistically sensitive assessments may also address the many skills and abilities that plurilingual children demonstrate *across* languages rather than in single languages. Practical challenges therefore exist in developing assessments that reflect these skills. The development of assessments focusing on meta- and cross-language competences (e.g. Hofer & Jessner, 2019) and mediation abilities between two languages (as many renowned internationally recognised exam boards are now doing, such as Cambridge exams; Cambridge University Press, 2022) appear to be practical steps forward in overcoming this challenge. The mention of Cambridge exams does not constitute endorsement.

6.2 Implications from a theoretical perspective

There are a number of implications from a theoretical perspective. The project has shown that the CEFR descriptors of plurilingual and pluricultural competence plus descriptors related to plurilingual mediation can successfully underpin an assessment rubric that matches children's plurilingual and pluri-/intercultural knowledge and practices in a linguistically/culturally 'superdiverse' (Vertovec, 2007) context. This was helped by decentring the focus on single-language proficiency.

Linked to this is the relevance and appropriacy of Baker's (2022) transcultural model for language education that involves ICC. Based on the items that pertain to transcultural language teaching listed by Baker (2022), we note that they are highly relevant to the profile of many children in this study. First, children can be understood to represent intercultural speakers and intercultural citizens as opposed to native-speaker models and, second, children are encouraged by the school to have positive attitudes to difference and others (and generally do so according to teachers), which is encapsulated in ICC and intercultural awareness (ICA). Similarly, translanguaging forms part of children's daily practices, and building on Baker's model (2022), assessment is based on children's contexts and culture. Therefore, Baker's (2022) transcultural language education model seems highly applicable to the context and partners in this study.

Another theoretical implication is that plurilingual mediation descriptors are central to assessments that aim to normalise plurilingual practices, such as translanguaging, as well as descriptors that refer to cross- and metalanguage skills so that they can be representative of children's full repertoires, and children can show their achievement in these skills.

The above observations indicate that both *selected* descriptors from the CEFR and Baker's (2022) transcultural model can inform assessment rubrics that aim to integrate both language and culture. However, we do not concur with Fantini's (2020) point that it is quite impossible to develop intercultural competence in 'superdiverse' linguistic and cultural contexts (Vertovec, 2007) without also entering into the host language or target language (in Byram's (1997) model). This is because it is hard to believe that a child familiar with four or five languages, while learning/developing the language(s) of schooling, has not developed some degree of intercultural competence already, before working with the school-taught languages. This idea is tentatively supported by evidence from the children's piloting self-assessment that took place in the final session, which we shall now outline.

In the final version of the rubric, five descriptors reflect aspects of pluricultural competence (CEFR terminology), which includes aspects of intercultural competence, including ICC. Three out of these five descriptors relate to level B1 or B1+, while other culture-related descriptors correspond to levels lower than B1 (the children were not aware of the levels when working with the descriptors). These rubric descriptors were modified slightly and

translated to Catalan (see Figure 21), originally deriving from three descriptors for 'pluricultural competence' in the CEFR, above B1 level, as follows:

- Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. (B1+)
- Can support communication across cultures by initiating conversation, showing interest and empathy by asking and answering simple questions, and expressing agreement and understanding. (B1+)
- Can explain features of their own culture to members of another culture or explain features of the other culture to members of their own culture. (B1)






|  10. TREBALLAR INTERCULTURALMENT | |  |  |  |  |
|---|---|---|---|---|---|
| Puc facilitar la comunicació entre cultures iniciant la conversa, mostrant interès i empatia mitjançant preguntes i respostes senzilles, i expressant acord i comprensió. | X | | | | |
| Puc facilitar un intercanvi intercultural mostrant una actitud d'acollida i interès amb paraules senzilles i gestos, convidant altres a parlar. | X | | | | |
| Puc explicar la meua pròpia cultura a persones d'una altra cultura. Pot explicar una altra cultura a persones de la meua pròpia cultura. | X | | | | |

Figure 21: Section 10 of the rubric in Catalan that includes three descriptors

Now we will outline how the children rated their pluricultural competence according to these three B1/B1+ descriptors.

- In the group of 5th-year students, for the first descriptor, 13 out of the 14 students who piloted the final rubric version indicated they 'can do' the descriptor activity within a range of 1–4, represented by a four-level scale using smiley faces (range from 4 = very happy green face to 1 = sad orange face). For the second descriptor, all 14 children indicated they 'can do' this task, within a range of 2–4. For the third descriptor, all 14 children indicated they 'can do' this activity within a range of 2–4.
- Regarding the 6th-year students, for the first descriptor, 15 out of the 16 students indicated they 'can do' the descriptor activity within a range of 1–4 (one rubric was

left incomplete). For the second descriptor, all 15 children who completed the rubric indicated they ‘can do’ this activity, within a range of 2–4. For the third descriptor, all of the 15 children who completed the rubric indicated they ‘can do’ this activity, within a range of 2–4.

What this brief summary indicates is that almost all children, in both the 5th and 6th years of the school, achieve a self-assessment rating of B1+ level for some descriptors relating to pluri-/ intercultural competence according to the CEFR.

This tentative finding is important for several reasons, as it highlights a potential mismatch. The achievement of some aspects of pluricultural competence at levels B1 and B1+ contrasts with expected minimal attainment in a first foreign language for these children. For children in many countries in Europe, the typical target level is A1 by the end of primary schooling (i.e. Germany, France, Spain, Italy, Poland), whereas a few countries with more intensive language programmes or earlier foreign language introduction may aim for A2 level (Eurydice/Eurostat, 2008; European Commission/EACEA/Eurydice, 2012; Kartal & Özkan, 2021). In addition, given that the teachers’ evaluation of single taught school languages (Catalan, Spanish and English) was on average to be found to be below B1 for both 5th- and 6th-year students, apart from Spanish which was between B1 and B2, this result appears to support the tentative finding that some descriptors relating to pluricultural/intercultural competence can be achieved at a higher level by children than their single language assessments, based on CEFR descriptors. This result is explored and discussed further in Segura and Knight (forthcoming). Therefore, it is plausible that pluri-/intercultural competence, which houses aspects of ICC, may be achieved by plurilingual children at a higher level than the level they may achieve for single-language assessments. This may be impractical to assess, however, because of the reliance on assessors needing to be familiar with the cultures being assessed. However, assessing mediation skills, for example, in officially taught languages in superdiverse contexts seems completely viable. Assessing mediation skills relating to HLs outside of the curriculum may also prove challenging for education systems, but not impossible.

Another theoretical implication is that the term ‘host country’ can be misleading when referring to many of the children in this study because the term implies children will always be identified by their migrant background status/heritage rather than the fact that many children use the ‘host’ language as a heritage language within their plurilingual repertoire, that is, they have inherited languages socially, not linked to their families but rather through their experience of interacting as young plurilingual and pluricultural speakers. However, we agree that a high degree of linguistic ability with the ‘instrumental’ languages (Kubota, 2011) of schooling is desirable for children’s academic achievement across all subjects, as is their ability to interact in Catalan and Spanish in non-school-related social interactions. We propose the terms ‘familiarity’ and ‘unfamiliarity’ of languages and/or cultures to retain the ‘emic’ perspective suggested by Fantini (2020) at the same time as being more inclusive of school contexts that are linguistically/culturally diverse.

To summarise, transcultural language teaching that embraces ICC and ICA seems compatible with the descriptors in the CEFR for pluricultural competence – certainly the descriptors chosen by the partners. For our context, Baker’s (2022) tenets in his transcultural model were highly relevant. It supports a model of children as intercultural speakers, and an assessment tool based on a local context and awareness of multilingualism and translanguaging, which is what the rubric appeared to achieve. The rubric use did not, however, achieve an explicitly critical approach to language, culture and identity that challenges dominant established discourses, as suggested by Baker (2022), although the three tenets that the rubric does achieve go some way to being critical by not foregrounding, for example, native-speaker models and norms around separate language use. The explicitly critical aspect, outlined by Baker (2022) in the model, might be more appropriate to develop at secondary level of schooling.

6.3 Implications for policy, research and future assessment considerations

We conclude with some considerations that may inform policy, research or the development of future assessment tool designs.

First, given the highly linguistically and culturally diverse nature of the children in the school, we note that an ‘asset-based’ assessment approach (Cleave, 2020) that can formally accredit their knowledge and skills in non-school languages would help showcase the scope of languages that many of the children speak and/or understand. This would increase the visibility of their achievements formally, which are currently mainly unseen by the education system (and many) in Europe. For example, exams in Urdu, Russian, Italian, etc. for primary-age children would need to be created and managed.

For this to take place, both demand and feasibility would need to be established with the end objective of setting up assessments to support accreditation for HLs, considered a wider part of Heritage Language Education (HLE). There have been several initiatives and studies across Europe that have explored the demand and feasibility of primary-age children’s HL assessments, some of which are community languages (understood as HLs for some children) such as Irish (Harris & Murtagh, 1988), or Low German (Wiggers, 2023), and which have led to setting up assessments for HLs. In addition, there is a growing interest in approaches to assessing HLs as indicated by the online panel hosted by the *Association of Language Testers in Europe* (ALTE), in 2024, titled ‘Exploring approaches to Heritage Language testing’, which brought together experts from various countries to discuss the importance of learning and testing. Such initiatives are important because ‘across and even within European states, HLE for pupils with a migration background varies considerably, as do the political and academic discourses surrounding HLE’ (Gross et al., 2021: 1). Past initiatives for supporting HLE should also be reviewed, such as the UK-based Asset Languages Project, which was set up as a voluntary recognition system through language exams (including HLs) across a wide range of languages (for overview see Ashton, 2008; Jones, 2014; Nuffield Languages Programme, 2002), but which was discontinued by the UK

government in 2010. Alongside a feasibility report for Spain, therefore, a demand survey for parents/carers could be carried out.

Second, single-language assessments, as they currently stand in this context, are Catalan, Spanish and English. Single-language tests do not necessarily need to be eradicated in favour of assessments based on integrated models of language and culture. They can be ‘complementary’, as Hofer and Jessner (2019) suggest, so that assessment of these competences does not need to replace (all) extant monolingual paradigms but can complement and improve existing practices. However, the different purposes need to be clear: one to accredit levels of proficiency and the other to accredit the competences necessary to be an intercultural citizen. How plurilingual children are assessed is also a social justice issue, because children with migrant backgrounds who speak/understand four or five languages and are familiar with the related cultures (but these do not overlap partially or fully with school-taught languages) may not do as well with respect to academic achievement in languages as a plurilingual child who is familiar with the languages of schooling (Catalan, Spanish) as their main repertoire, even if their parents were also migrants (for example from Australia). This is because English is also the foreign language assessed in the curriculum and so part of their repertoire ‘matches’ in terms of policy and assessment design.

Third, plurilingual people develop specific meta- and cross-language competences that appear underrepresented in current assessments. These can include calling ‘flexibly upon different parts of this competence to achieve effective communication with a particular interlocutor e.g., partners may switch from one language or dialect to another; or a person may call upon the knowledge of a number of languages to make sense of a text’ (Council of Europe, 2001: 4). Similarly, cross-language interactions occur in the mind of a plurilingual learner/user ‘to draw upon resources from all their languages, to make use of analogies between languages (such as in cognates), to draw cross-lingual inferences, transfer knowledge and translate’ (Hofer & Jessner, 2019: 6). These skills and knowledge form part of determining the performance of the plurilingual’s multilingual system (Herdina & Jessner, 2002). However, meta- and cross-language competences are not generally measured in European schools, but this seems to be an important issue to address.

While single-language tests often adopt a ‘one-size-fits-all approach’ (Karavas & Mitsikopoulou, 2018) to assessments, it is arguable that a ‘one-size-fits-all approach’ is not appropriate for assessments that aim to assess competences for a highly skilled intercultural citizen. For example, tests in English can be created with an international audience of test-takers in mind. However, with the latter, focus is on language processes rather than languages per se, which implies an emphasis on the connection between the dynamic abilities of the interlocutors as agents and the different contexts they interact in (for example school). So, for example, monolingual children presumably may not have developed plurilingual mediation skills, but they may have developed (or not) some high levels of intercultural competence (such as positive attitudes and knowledge of other

cultures) if their classrooms are culturally diverse. Similarly, with plurilingual children who share Spanish and Catalan in linguistically and culturally homogeneous classrooms, where unfamiliar cultures are not present, it is conceivable that their plurilingual and pluricultural skills and knowledge are quite developed (Catalan and Spanish) but their intercultural competence may be limited to learning about cultures that have English as the main or a central language (e.g. UK, USA, Australia, India), therefore diverse but arguably not 'superdiverse' (Vertovec, 2007). These examples may be simplistic, but they highlight the important reason as to why language and culture integrated models for competence development conceivably may not work using a 'one-size-fits-all approach' (Karavas & Mitsikopoulou, 2018), or the models may be 'one-size-fits-all' but the descriptors should be selected for appropriacy and be highly customised to learners and context.

Linked to assessments of plurilingual children is the issue of systemic underachievement of plurilingual children in school. While this issue has been identified in several studies that have compared outcomes of monolingual versus plurilingual assessment (e.g. Balillah et al., 2023; Gorter & Cenoz, 2016; Han, 2012), the issue of systematic underachievement of plurilingual children of migrant backgrounds compared with plurilingual children of non-migrant backgrounds should now conceivably be the focus for research and policy. Indeed, different indicators suggest that students with migrant backgrounds in Europe are underperforming compared to their non-migrant-background peers (European Commission/EACEA/Eurydice, 2019). There is therefore a need to alleviate the educational inequalities that negatively affect plurilingual students with migration backgrounds in European school systems (Moore & Bernaus, 2021). Addressing mismatches or discontinuities between plurilingual children's home- and school-language scenarios is a necessity if equitable education for plurilingual children with migrant backgrounds is to be a norm (see Knight & Segura, in press). Not addressing this issue and failing to recognise the plurilingual and cultural knowledge and skills of plurilingual children's competences, beyond the vital need for social cohesion in Europe (European Commission, 2020), can be linked to swift responses from some politicians to blame migration of families for poor test results in single languages (and other subjects), which has been the case in Catalunya, Spain, with the Catalan language (see Escudé, 2024).

Fourth, it is important to highlight that language and culture integrated models may have challenges, including to specify what languages children can demonstrate the various knowledge or skills in. In the rubric in this project, the languages that children indicate they use to carry out activities/strategies for plurilingual mediation, for example, are not specified. This has implications for test designers and raises the question as to whether self-assessments and portfolio-based methods of collecting evidence may be better suited to assessments working within language and culture integrated models. Alternatively, one step forward in Europe may be to create assessments whereby monolingual and plurilingual children demonstrate intercultural skill development between European and non-European languages and cultures in order to overcome European-centric/-focused assessment tools and practices. This may also facilitate a different approach to developing a 'European ideal

of plurilingualism' (Flores, 2013), which currently appears to be underpinned by the acquisition of singular European languages. An alternative vision for plurilingual language education might foreground the role and importance of the intercultural citizen based on a European and non-European language and culture focus, for example, that might facilitate a greater scope in the exchange and understanding of languages and cultures within and beyond Europe. Part of assessment within this alternative vision for plurilingual children could involve looking at multi-/plurilingual and multi-/pluricultural texts (such as street signs) in Europe and around the world and working on the global role of languages (Baker, 2022) as well as the roles or purposes of regional/national ones.

Finally, for many of these considerations to be taken forward, the role of research is central. Gross et al. (2021) note that 'due to the intensified public discourse around migration, educational opportunity and multilingualism, research on HL and HLE has increased in recent years (Mehlhorn, 2020). However, there is still little agreement among scholars concerning the role of HLE for children's linguistic, educational or personal development [... and] empirical findings on the optimal design and delivery of heritage language lessons (HLLs) are still lacking' (Gross et al., 2021: 1). Indeed, according to Gross et al. (2021), HLE often occupies a marginalised position, with challenges such as lack of standardised assessments and limited integration into formal education. The study by Gross et al. emphasised the need for research on effective assessment tools and strategies to support HL learners in diverse educational contexts. However, in the case of Spain, in comparison with other European countries, academics, practitioners and policy makers viewed HLE as a generally less important (research) topic than in the other participating EU countries, highlighting the varied 'country-specific priorities' (Gross et al., 2021: 1). Research into why stakeholders in Spain view HLE as a generally less important (research) topic than in other participating EU countries is therefore warranted.

Next steps and dissemination

7.1 Next steps

At this point in the project, reaching the end in our timeline, we have completed all data collection and have carried out data analysis in order to inform the co-creation of the rubric with partners. The next steps relate to analysis of rubrics piloting with teachers; the creation of a diana chart; the dissemination of the project outcomes; and further exploration of hypotheses/data related to further preliminary results. We have also evaluated various open science spaces and made documents that have supported the methodology accessible to other schools and teachers, specifically in the Open Science Framework platform.⁵

Analysis of rubric piloting

Until now, we have collected 30 completed rubrics by children (16 from 6th-year children, 14 from 5th-year children), 17 completed rubrics by parents (13 from 5th year and 4 from 6th year) and 32 completed rubrics by the teachers (14 from 5th year and 18 from the 6th year). These completed rubrics have then been transferred to an Excel file and turned into a diana (see next section), per each individual student, including their self-, teacher and parent evaluation.

Further detailed data analysis of the rubric piloting still needs to be carried out. With the data gathered from all three partners to assess 5th- and 6th-year students, we now need to see how the assessments from children, parents and teachers correspond with/diverge from each other. Researchers have started to work on this, but further collaboration with the school is necessary.

Diana creation

A diana is a chart that visually represents the data collected through a rubric by overlapping (using different colour-coded lines) the results of different partners on the same items. Using a diana to visually represent the results of each child's assessment by the three partners was a request from the school. It was a way to easily share with children and parents the results, which the schoolteachers were already familiar with.

Currently, we are working on the first draft of the diana template. Figure 22 displays a first prototype of the diana, but further discussions need to be held with the school to ensure it fits with their needs.

1. First, we need to discuss how to label the descriptors in the diana chart using two or three words that convey the meaning clearly for all partners.

⁵ Segura, M. & Knight, J. (2024). Creating a school-child-family evaluation rubric for evaluating children's plurilingual and intercultural competence in a Catalan primary school. Open Science Framework. <https://doi.org/10.17605/OSF.IO/WE9C2>

2. Second, we need to work on the template to try to find if there is a way to automatise the inputting of the partners' assessments.
3. Finally, we need to discuss the piloting of the diana with the school staff to work around potential issues (i.e. assessment of one partner missing, answers in between scale points).

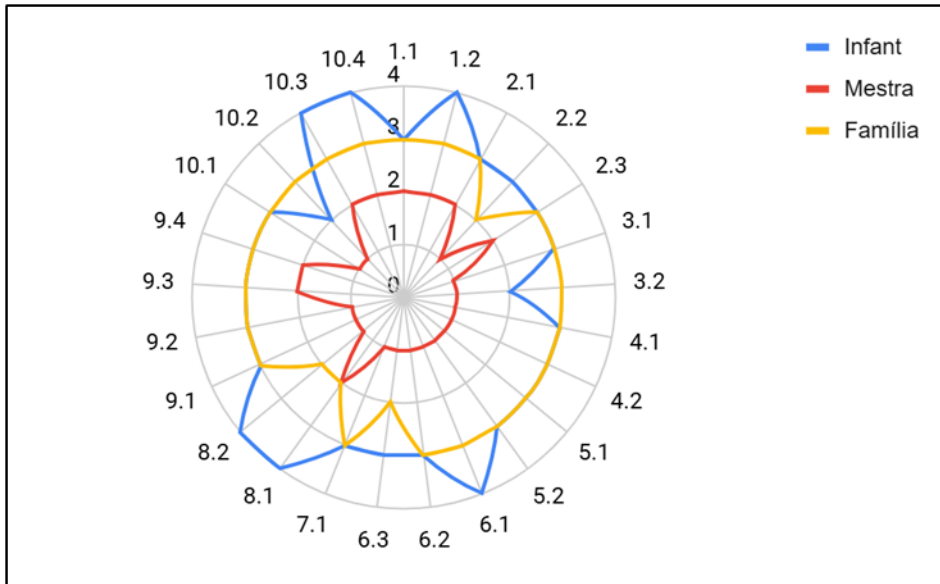


Figure 22: First prototype of the diana for one child, including the three co-assessments by the child, their teacher and their parents

7.2 Dissemination

The previous sections addressed the main, initial, research question related to the study/project. Other related research questions emerged during the study that pertain to other paper publications, as indicated in Table 7.

Table 7: Dissemination of results

| Publication and status | RQs addressed in the publication |
|--|--|
| <p>Chapter publication (Accepted, under review)</p> <p>'Innovation and changing roles in times of change: The co-production of an evaluation rubric for children's plurilingual and intercultural competence'</p> | <ol style="list-style-type: none"> 1. What was innovative about the project within the specific context? 2. What were the various and potentially changing roles played by stakeholders in this project? |
| <p>Research paper to be published in a special issue (Accepted, under review)</p> <p>'Reflections on addressing educational inequalities through the co-creation of a</p> | <ol style="list-style-type: none"> 1. What are the linguistic profiles of the primary education students participating in the study? 2. What mismatches and/or inequalities exist for plurilingual children in the |

| | |
|---|--|
| <p>rubric for assessing children’s plurilingual and intercultural competence’</p> | <p>participating Catalan state school (understood through the lens of SJ)?</p> <p>3. How does the assessment rubric co-creation process and/or product attempt to mitigate these inequalities?</p> |
| <p>Research paper (In preparation) ‘Plurilingual primary-aged children’s linguistic repertoires, levels and domains: Identifying mismatches in language assessing as a social justice issue’ (Provisional title)</p> | <p>(Provisional research questions)</p> <ol style="list-style-type: none"> 1. What language repertoires do children have and how do these match EU policy? 2. What attainment levels do plurilingual children reach for self-reported, teacher-reported and parent-reported plurilingual and intercultural competence? 3. What domains (and related behaviours) are children demonstrating/using their plurilingual and intercultural competences within and beyond school? |

Regarding the three academic publications in Table 7, two are currently under review, and a third is in preparation. Further details about such publications come next.

1. The first chapter entitled ‘Innovation and changing roles in times of change: The co-production of an evaluation rubric for children’s plurilingual and intercultural competence’ has been accepted for a book by Hayo Reinders and Qi Liu entitled *Innovation in Language Learning and Teaching: Research-Practice Partnership*. The chapter focuses on describing in more detail the methodology part of the project. The expected timeline for it to be published is in summer 2025.
2. The second paper is entitled ‘Reflections on addressing educational inequalities through the co-creation of a rubric for assessing children’s plurilingual and intercultural competence’ and has been submitted to a Special Issue of *Education Sciences Journal* edited by Miriam Weidl and Elizabeth J. Erling, entitled ‘[Fostering Educational Equity through Linguistically and Culturally Responsive Education](#)’. The paper focuses on the notion of ‘mismatch’ between how plurilingual and intercultural competence is assessed in Europe and the plurilingual and intercultural practices and profiles of the children in this project. This is in order to identify ways in which assessments for plurilingual children, most with migrant backgrounds, might be better aligned to be more just in assessing their plurilingual/intercultural skills, knowledge and attitudes. This paper is expected to be published by summer 2025.
3. In addition, we are at the conceptualisation stage of a third publication focusing on children’s linguistic repertoires and domains. The provisional title for this forthcoming paper publication is ‘Plurilingual primary-aged children’s linguistic repertoires, levels

and domains: Identifying mismatches in language assessing as a social justice issue'. This is based on an initial hypothesis and preliminary results that emerged during data analysis (that children's plurilingual and intercultural competence might be demonstrated in some descriptors at a higher level than any singular school-taught language that children may have in their repertoire). We would like to explore the results related to comparing children's single language(s) and plurilingual competence levels, which, if found to be different, could add to empirical research on linguistic diversity through a social justice lens. In addition, we observed some interesting results reported by different partners in relation to the differences in content areas and related activities where children employ their repertoire (e.g. school, free time), which could be relevant for test designers.

Wider dissemination at local and European level has also taken place and is planned through conference presentations because the project could be applicable or useful for teachers working with the CEFR in linguistically and culturally superdiverse schools in Catalonia and other European countries. The project was presented in January 2025 at a regional conference in Catalunya, Spain, at the annual conference organised by the Association of English Teachers of Catalonia (Associació de Professors d'Anglès de Catalunya – APAC). The second presentation took place at the Bilingualism Matters conference in March 2025, in which we presented our project and findings. Currently, we also plan to submit an abstract at the EALTA conference (to be held late in 2026; call for abstracts is still not open).

Furthermore, we would like teachers to be able to use or adapt the final rubric if they so wish, as well as the children's focus group activities. For this reason, we have made all the materials used in the rubric co-creation project available via an open-access platform entitled Open Science Framework (OSF), where all materials have been uploaded in open access under the CC-BY licence (both in the original Catalan version but also in an English translation).

Finally, we will contact the Education Department of Catalunya as they provide examples of projects on their website. Our aim is to complete these tasks by June 2025. By aligning the project to the open science FAIR principles of making information publicly available for reuse, we aim to 'to render visible and audible the experience of a historically under-represented' (Cornish et al., 2023: 9) or under-researched profile of children in European schools. This is because 'making knowledge accessible is an essential part of the action' (Cornish et al., 2023: 9).

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Appendix

Final rubric for the children to self-assess their ICC

LES MEVES COMPETÈNCIES PLURILINGÜE I INTERCULTURAL

NOM I COGNOMS: _____

Quines llengües puc parlar i/o utilitzar?

- | | |
|-----------------------------------|----------------------------------|
| <input type="checkbox"/> Català | <input type="checkbox"/> Àrab |
| <input type="checkbox"/> Castellà | <input type="checkbox"/> Alemany |
| <input type="checkbox"/> Anglès | <input type="checkbox"/> Bengali |
| <input type="checkbox"/> Francès | <input type="checkbox"/> Hindi |
| <input type="checkbox"/> Kazakh | <input type="checkbox"/> Urdú |
| <input type="checkbox"/> Tagalog | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Rus | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Italià | <input type="checkbox"/> _____ |





1. MEDIACIÓ GENERAL

| Puc col·laborar amb persones d'altres procedències (lingüístiques i culturals) , amb interès i empatia, fent preguntes i respostes senzilles, i preguntant si estan d'acord. | | | | |
|---|--|--|--|--|
| Puc utilitzar paraules senzilles per demanar a algú que expliqui alguna cosa, i puc explicar la informació de textos o converses breus de temes del dia a dia. | | | | |



2. TRANSMETRE INFORMACIÓ

| Puc comunicar en una llengua la informació principal de textos formals sobre temes generals i d'interès escrits en una altra llengua . | | | | |
|---|--|--|--|--|
| Puc comunicar en una llengua informació de textos informatius senzills (per exemple, avisos orals, catàlegs, cartells o correus electrònics) en una altra llengua . | | | | |
| Puc comunicar en una llengua una sèrie d'instruccions orals curtes i senzilles, sempre que l'original (en una llengua diferent) sigui clar. | | | | |



3. RESUMIR ORALMENT O PER ESCRIT

| Puc resumir en una llengua una narració curta o un article, xerrada, entrevista o documental escrit en una altra llengua i respondre'n preguntes. | | | | |
|--|--|--|--|--|
| Puc resumir en una llengua de manera senzilla la informació principal de textos escrits sobre temes coneguts en una altra llengua (per exemple, una breu entrevista, un article d'una revista, un fullet de viatges). | | | | |





4. EXPLICAR PER ESCRIT

| Puc resumir per escrit en una llengua la informació de textos escrits en una altra llengua i extreure'n la informació rellevant. | | | | |
|---|--|--|--|--|
| Puc comunicar en una llengua la informació principal de textos molt breus sobre temes coneguts i quotidians escrits en una altra llengua , i en puc repetir paraules. | | | | |



5. TRADUIR

| Puc traduir oralment a una llengua textos informatius escrits en una llengua diferent sobre temes coneguts o d'interès. | | | | |
|--|--|--|--|--|
| Puc traduir oralment a una llengua informació sobre temes coneguts i quotidians escrita en una llengua diferent (per exemple, notícies, narracions breus, indicacions, avisos, rètols, cartells o instruccions). | | | | |



6. COMPRENDRE

| Puc utilitzar allò que he entès en una llengua per entendre el tema d'un text en una altra llengua (per exemple, en llegir articles curts sobre un mateix tema escrits en diferents llengües). | | | | |
|--|--|--|--|--|
| Puc deduir el missatge d'un text aprofitant el que he entès de textos sobre el mateix tema en diferents llengües (per exemple, notícies breus, fulletons de museus, ressenyes en línia). | | | | |
| Puc reconèixer i deduir paraules internacionals i comunes en diferents llengües . | | | | |





7. PRENDRE NOTES

| Puc prendre notes senzilles d'una informació oral o visual d'un tema conegut i predictable (en una o més llengües). | | | | |
|--|--|--|--|--|



8. UTILITZAR EL REPERTORI LINGÜÍSTIC

| Puc utilitzar de manera creativa les meves llengües diferents en contextos del dia a dia . | | | | |
|---|--|--|--|--|
| Puc utilitzar paraules i frases senzilles de llengües diferents per intercanviar informació . | | | | |



9. COL·LABORAR AMB ALTRES

| Puc col·laborar en tasques compartides , si els altres parlen lentament i m'ajuden a expressar-me (en una o més llengües). | | | | |
|--|--|--|--|--|
| Puc convidar altres persones a que intervinguin en tasques senzilles, i puc indicar que entenc, i preguntar si els altres també ho entenen (en una o més llengües). | | | | |
| Puc repetir part del que algú ha dit per confirmar la comprensió i desenvolupar les idees (en una o més llengües). | | | | |
| Puc preguntar què pensa algú sobre una idea determinada en llengües diferents (en una o més llengües). | | | | |





10. TREBALLAR INTERCULTURALMENT

| Puc facilitar la comunicació entre cultures iniciant la conversa, mostrant interès i empatia mitjançant preguntes i respostes senzilles, i expressant acord i comprensió. | | | | |
|--|--|--|--|--|
| Puc facilitar un intercanvi intercultural mostrant una actitud d'acollida i interès amb paraules senzilles i gestos, convidant altres a parlar. | | | | |
| Puc explicar la meva pròpia cultura a persones d'una altra cultura. Pot explicar una altra cultura a persones de la meva pròpia cultura. | | | | |
| Puc comportar-me adequadament en salutacions, comiats i expressions d'agraïment i disculpa en les llengües de casa i de l'escola. | | | | |



11. TAMBÉ PUC...

Utilitza aquest l'espai per afegir altres coses que puguis fer utilitzant diverses llengües o combinant diferents cultures. Pots utilitzar algunes de les idees de la pàgina següent, si vols.

| Puc ... | | | | |
|---------|--|--|--|--|
| Puc ... | | | | |
| Puc ... | | | | |
| Puc ... | | | | |



LES MEVES COMPETÈNCIES PLURILINGÜE I INTERCULTURAL

Puc utilitzar més d'una llengua quan...

- Parlo
- Interaccio
- Em comunico amb gestos
- Ajudo els altres
- Tradueixo
- Miro la televisió
- Canto i/o ballo
- Escolto música
- Jugo
- Jugo a jocs digitals
- Llegeixo
- Escric
- Explico textos escrits
- Explico experiències i/o informació important
- Viatjo
- Estudio i/o faig deures
- Faig altres activitats o esports en el meu temps lliure



I també...

- Conec tradicions i/o festivals de diferents cultures
- Participo en celebracions diferents amb amics/amigues i/o família
- Participo en tradicions i/o festivals de diferents cultures
- Participo en activitats religioses
- Menjo plats de diferents cultures
- Conec gent d'altres països

