The current landscape of translanguaging assessment research

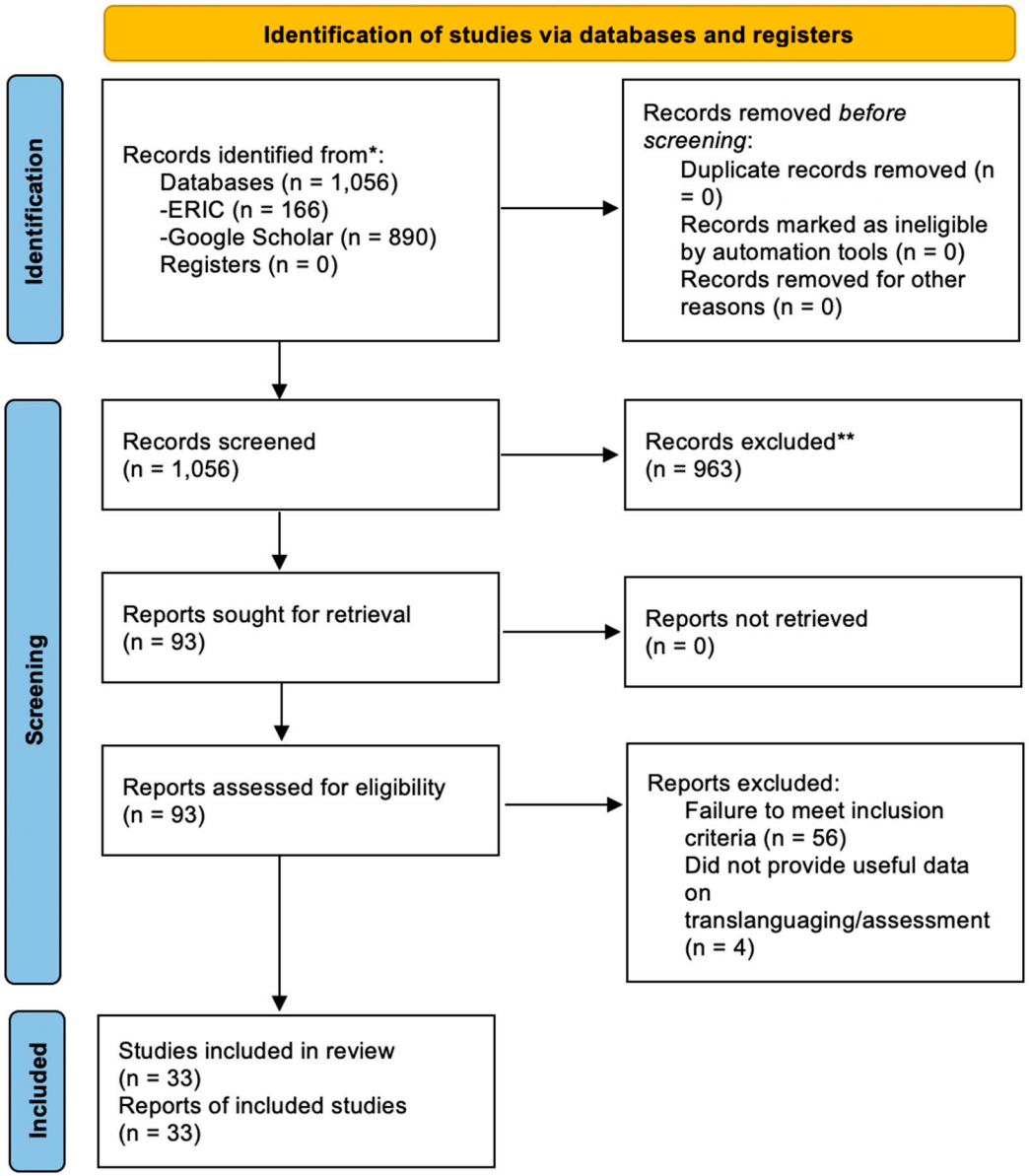
	Author(s) and Year	Participants	Length of Study	Country/ Region	Research Method	Standardized/ Non-Standardized	High-Stakes/ Low-Stakes	Classroom Based?	Content or Language
1	Adamson & Coulson, 2015	180 Undergraduate Students	3 Years	Japan	Mixed-Methods	Non-Standardized	Low-Stakes	Yes	Both (writing)
2	Ascenzi-Moreno & Seltzer, 2021	4 Teachers of Emergent Bilinguals at 2Elementary Schools	2 Years	United States	Qualitative	Non-Standardized	Low-Stakes	Yes	Language (reading)
3	Baker & Hope, 2019	14 University English Instructors; 12 University Decision Makers	Unspecified	Canada	Qualitative	Unspecified	High-Stakes	No	Language (Listening)
4	Bauer et al., 2020	6 Elementary School African American and Latinx students Enrolled in a Two-Way Dual-Language Program	1 Year	United States	Qualitative	Non-Standardized	Low-Stakes	Yes	Language (reading, writing)
5	Burgess and Rowsell, 2020	15 Adult Newcomer/Refugee Language Learners	4 Months	Canada	Qualitative	Non-Standardized	Low-Stakes	Yes	Language (multimodal-based)
6	Buxton et al.,	50 Teachers from 10	3 Years	United	Qualitative	Unspecified	Unspe	No	Content

	2022	Schools		States			cified		(science)
7	Fine, 2022	2 Sixth Grade Science Teachers; 1 Doctoral Student Researcher; 1 School-Based Science Instructional Coach	1 Year	United States	Qualitative	Non-Standardized	Low-Stakes	Yes	Content (science)
8	Gandara & Randall, 2019	80 Female Students Grades 3 - 6 in 4 Schools 8 Teachers Grades 3 - 6 in 4 Schools	4 Years	The Democratic Republic of the Congo	Qualitative	Both	Both	No	Content (mathematics)
9	Garcia et al., 2012	7 Public Schools	4 Years	United States	Qualitative	Non-Standardized	Low-Stakes	Yes	Language (the framework of *transcaring)*
10	Greenier et al., 2023	10 Primary School EFL Teachers	1 Month	China	Qualitative	Non-Standardized	Low-Stakes	Yes	Language (speaking, writing)
11	Guzman-Orth et al., 2019	17 Kindergarten Spanish-speaking English Learners	Cross-Sectional	United States	Qualitative	Non-Standardized	Low-Stakes	Yes	Language (expressive language ability)
12	Heugh et al., 2017	75,000 8th Grade Students	Cross-sectional	South Africa	Qualitative	Standardized	High-Stakes	No	Both (literacy, mathematics)
13	Kabuto, 2017	2 Bilingual Readers	10 Weeks	United States	Qualitative	Non-Standardized	Low-Stakes	Yes	Language (reading)

14	Lopez, 2023a	18 Kindergarten Students whose L1 is Spanish	Unspecified	United States	Qualitative	Non-Standardized	Low-Stakes	Yes	Language (speaking)
15	Lopez, 2023b	34 Spanish-Speaking English Language Learners	Cross-Sectional	United States	Mixed-Methods	Standardized	Low-Stakes	Yes	Content (mathematics)
16	Lopez et al., 2014	10 Eighth Grade Students	Unspecified	United States	Mixed-Methods	Standardized	Low-Stakes	Yes	Content (mathematics)
17	Lopez et al., 2017	Study 1: 82 Middle School English Learners (United States); Study 2: 80 Elementary School English Learners (South Korea)	Unspecified	United States; South Korea	Mixed-Methods	Non-Standardized	Low-Stakes	Yes	Both (mathematics, listening, speaking, reading)
18	Lopez et al., 2019	10 Eighth Grade Students	Unspecified	United States	Mixed-Method	Standardized	Low-Stakes	Yes	Content (mathematics)
19	López-Velásquez & García, 2017	2 Hispanic First Graders and Their Mothers; 2 Teachers	1 semester	United States	Qualitative	Non-Standardized	Low-Stakes	Yes	Language (reading)
20	Macawile & Plata, 2022	24 High School English Teachers (Focus Group); 65 High School Teachers (Questionnaire)	Unspecified	Philippines	Qualitative	Non-Standardized	Low-stakes	Yes	Language (listening, speaking, writing)
21	Morales et al., 2020	1 Instructor and 28 Pre-Service Teachers	1 Year	Mexico	Mixed-Methods	Non-Standardized	Low-Stakes	Yes	Language (writing)

22	Noguerón-Liu et al., 2020	2 Emergent Bilingual First Graders and Their Mothers	7 Months	United States	Qualitative	Non-Standardized	Low-Stakes	Yes	Language (reading)
23	Noguerón-Liu & Driscoll, 2021	2 Families	4 Years	United States	Qualitative	Non-Standardized	Low-Stakes	No	Language
24	Przymus & Alvarado, 2019	6 Middle School Emergent Bilinguals	1 Semester	United States	Quantitative	Non-Standardized	Low-Stakes	Yes	Both (content-based language task, science, social studies)
25	Qureshi & Aljanadbah, 2022	65 Male Undergraduate Business/IT Students Enrolled in an Advanced Arabic Course; 36 in the Translanguaging Group, 29 in the English-only Group	Cross-Sectional	United Arab Emirates	Quantitative	Standardized	Low-stakes	Yes	Language (reading)
26	Rafi, 2023	8 Classrooms in Bangladeshi Universities (1Public, 2 Private)	Unspecified	Bangladesh	Qualitative	Non-Standardized	Low-Stakes	Yes	Both (writing, content tasks in literature courses)
27	Schissel et al., 2018	39 Pre-Service English Teachers	1 Semester	Mexico	Mixed-Methods	Non-Standardized	Low-Stakes	Yes	Language (writing)
28	Schissel et al., 2021	40 Language Teachers	2 Years	Mexico	Qualitative	Non-Standardized	Low-Stakes	Yes	Language (reflections, class discussions)

29	Shi & Rolstad, 2022	4English Teachers	Unspecified	China	Qualitative	Non-Standardized	Low-Stakes	Yes	Language (storytelling and language use tasks)
30	Shohamy et al., 2022	82 Ninth and Tenth Graders from The FSU (First Language: Russian); 84 Ninth Graders From Two Schools (First Language: Arabic)	Unspecified	Israel	Mixed-Methods	Standardized	High-Stakes	No	Content
31	Tian, 2022a	1 Third Grade Chinese Teacher in a Mandarin-English DLBE Program; 22 Elementary School Students	1 Year	United States	Qualitative	Non-Standardized	Low-Stakes	Yes	Language (reading, writing)
32	Tian, 2022b	1 Third Grade Chinese Teacher in a Mandarin-English DLBE Program; 22 Elementary School Students	1 Year	United States	Qualitative	Non-Standardized	Low-Stakes	Yes	Content (Chinese language arts, science, social studies)
33	Wang & East, 2023	163 University Students	1 Semester	New Zealand	Qualitative	Non-Standardized	Low-Stakes	Yes	Language (digital multimodal composing)


Identification of studies via databases and registers
Identification
Records identified from*:
Databases (n = 1,056)
-ERIC (n = 166)
-Google Scholar (n = 890)
Registers (n = 0)
Records removed *before screening*:
Duplicate records removed (n = 0)
Records marked as ineligible by automation tools (n = 0)
Records removed for other reasons (n = 0)
Screening
Records screened
(n = 1,056)
Records excluded**
(n = 963)
Reports sought for retrieval
(n = 93)
Reports not retrieved
(n = 0)
Reports assessed for eligibility
(n = 93)
Reports excluded:
Failure to meet inclusion criteria (n = 56)
Did not provide useful data on translanguaging/assessment (n = 4)
Included
Studies included in review
(n = 33)
Reports of included studies
(n = 33)