



# Assessing Multilingual Learners in Czech Gymnázia: A Comparative Review of Assessment Approaches in Czech International Schools

Onyedika Emmanuel Okpala

Faculty of Education, Department of Pedagogy, Charles University, Prague, Czech Republic.

**1. ABSTRACT:** The rise of linguistic diversity in European schools and classrooms has generated some interest in understanding how secondary schools assess multilingual learners or students. For example, in the Czech Republic, demographic changes and the growing presence of international schools in recent years have created a complex educational environment where multilingualism intersects with diverse assessment ideologies. Therefore, this study presents a comparative literature review to examine assessment practices in Czech gymnázia and international schools (e.g., IB and Cambridge) operating within the Czech Republic's educational system. The **study's findings revealed significant differences in assessment philosophy and educational orientation between Czech and international schools.** Generally, the gymnázia predominantly depends on summative, teacher-controlled, and **monolingual assessment** approaches, which are influenced by matura examinations. In contrast, the international schools place more emphasis on formative assessment, criterion-referenced rubrics, inquiry-driven projects, and **multilingual-responsive approaches**. Despite these challenges, the recent reforms in the Czech educational system, which began in 2025, aim to expand linguistic accommodations and alternative assessment models and are expected to reduce some of these inequalities in Czech schools

**2. INTRODUCTION:** The term "multilingualism" is widely used to refer to the use of two or more languages, as well as to different dimensions of multilingualism [1]. Linguistic diversity is both critical in sustaining cultural diversity and in supporting vibrant exchanges of knowledge and understanding generated from different epistemological systems for the common good of humanity [2]. Due to increasing domestic and global mobility, classrooms are becoming increasingly diverse in terms of students' linguistic and cultural backgrounds [3]. For example, in the Czech Republic, demographic shifts, economic migration, and the presence of international schools have contributed to increased linguistic diversity in the classroom. Despite these changes, mainstream gymnasiums (secondary academic schools) have traditionally operated in monolingual Czech contexts, often without robust accommodations for multilingual learners. By contrast, international schools, especially those offering the International Baccalaureate (IB) and Cambridge curricula, have developed assessment systems designed to support a diverse range of linguistic backgrounds. Since assessment practices shape instructional quality, student identity, and academic success [4], it is essential that they are conducted equitably in a diverse society. For multilingual learners, assessment not only measures content knowledge but also intersects with language proficiency, cultural background, and educational opportunity [5]. Against this backdrop, assessment in a multilingual setting requires paying attention to certain challenges that may affect the validity of the assessment strategy. Equity in education means that all students should be offered access to the same curriculum and examinations, and assessments must be administered fairly for all groups of students.

## 3. THEORETICAL FRAMEWORK

**3.1 Sociocultural theory:** Sociocultural theory posits that learning occurs through social interaction and cultural context. For multilingual learners, language and cognition are intricately intertwined; therefore, assessment practices must consider how cultural and linguistic contexts shape performance [6].

**3.2 Translanguaging and multilingualism:** Translanguaging theory suggests that multilingual learners draw on their full linguistic repertoire rather than separate languages [7]. Assessment practices that allow for translanguaging can more accurately reflect learners' competencies

## 4. STUDY IMPLICATIONS AND FUTURE RESEARCH

Findings suggest a need for continued policy reforms in Czech education to further expand formative assessment and criterion-referenced assessment practices.

Czech high schools could also benefit from professional development programmes emphasising language support and assessment literacy

Professional development programmes should include strategies for scaffolded instruction and feedback tailored to the needs of multilingual learners

Additionally, longitudinal research may also be necessary to track how multilingual learners navigate between grammar school and international school systems.

## 5. CONCLUSION:

Multilingual learners in the Czech Republic face distinct challenges in assessment

The greater integration of principles from international assessment frameworks, such as formative feedback, criterion-referenced evaluation, and language accommodations, into Czech secondary education could enhance equity and learning outcomes

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**CORRESPONDING AUTHOR:** Onyedika Emmanuel Okpala

Email: [nuelwinner@gmail.com](mailto:nuelwinner@gmail.com), X: @destinyrealised, Instagram: inspired\_nuel

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