

# RECONSIDERING THE COMMUNICATIVE MODES THROUGH TEXT-BASED ASSESSMENT PRACTICES

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## INTRODUCTIONS

Please introduce yourself to the group:

1. Name
2. Teaching context and language
3. What you hope to gain from this workshop

Olá SVEIKI  
SALUTON  
**HELLO**  
SALAM ابحرم  
**BONJOUR**  
**CIAO** SALVE  
你好 **AHOJ**  
**BOK** Hello

# WORKSHOP OVERVIEW

Day 1

Backward design: A model for determining objectives and assessments

The multiliteracies framework: Key concepts

Defining the communicative modes from a multiliteracies perspective

Designing text-based multiliteracies assessments: Key concepts

Day 2

Designing text-based multiliteracies assessments: Examples

Developing summative assessments: Workshop

Wrap-up

## THINK-PAIR-SHARE

**THINK:** Jot down challenges and successes you have faced writing learning objectives, selecting assessments, and weaving texts into your courses.

**PAIR:** Discuss your thoughts with the person sitting next to you. Pick one challenge and one success you find noteworthy.

**SHARE:** Share your noteworthy challenges and successes with the group.



## BACKWARD DESIGN MODEL: AIMS

- to clarify learning outcomes prior to planning instruction and assessment
- to facilitate teachers exercising agency in identifying instructional priorities rather than using the textbook as the driver for such decisions
- to maximize instructional time by aligning classroom activities and assessment tools with clearly articulated learning outcomes

## BACKWARD DESIGN MODEL: 3 STAGES

Identify desired results → GOALS &  
OBJECTIVES

Determine acceptable evidence →  
ASSESSMENT

Plan learning experiences →  
INSTRUCTION



## BACKWARD DESIGN MODEL: KEY TERMS

- **GOALS:** broad, general statements of organizational principles or intended outcomes; relate to a program or a course
- **OBJECTIVES:** specific statements about how goals will be achieved and what students will be able to do as a result of instruction; relate to a course, unit/module, or individual lesson
- **ASSESSMENT:** a process that entails gathering information on student learning and performance; may include formative, summative, and/or alternative tools as part of a FL course

## BACKWARD DESIGN MODEL: ELEMENTS OF LEARNING OBJECTIVES

1. A phrase that begins with “Students will be able to ...”
  2. A description of **observable actions or behaviors** that demonstrate the knowledge or competencies to be learned articulated using “action” verbs
  3. The **context and conditions** of expected performance (e.g., in writing, in face-to-face situations, through informational texts, etc.)
- EXAMPLE: Students will be able to **orally summarize the cultural themes** in an authentic videotext.



## ACTIVITY: ARTICULATING AND ALIGNING LEARNING OUTCOMES AND ASSESSMENT

1. Take a few moments to re-read the learning objective statements for the course that you wish to work on during this workshop. Do the statements include broad, general GOALS and specific statements of learning OBJECTIVES? Does each learning objective align with an associated ASSESSMENT tool? Do the LEARNING ACTIVITIES emphasized in your classroom link tightly with your assessment plan and your learning outcomes?
2. Identify 2-3 points for potential improvement that relate to the prompts above.



Break

# WHAT IS LITERACY? WHAT DOES IT MEAN TO BE LITERATE IN A FL?



“Literacy is the use of socially-, historically-, and culturally-situated practices of **creating and interpreting meaning through texts**. It entails at least a tacit **awareness of the relationships** between textual conventions and their contexts of use and, ideally, the **ability to reflect critically** on those relationships. Because it is purpose sensitive, literacy is **dynamic**—not static—**and variable** across and within discourse communities and cultures. It draws on a wide range of **cognitive abilities**, on **knowledge of** written and spoken **language**, on knowledge of **genres**, and on **cultural knowledge**” (Kern, 2000, p. 16).



SOURCE: *The New Yorker*, 5/8/1989

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# BACKWARD DESIGN & THE MULTILITERACIES FRAMEWORK

GOALS & OBJECTIVES: Foreign language literacy / Students will be able to orally summarize the cultural themes in an authentic videotext

ASSESSMENT:

INSTRUCTION:



# MEANING DESIGN

- is a dynamic process of discovering meaning through textual interpretation and creation
- may refer to both a process (the act of creating or interpreting a text) and a product (a text and the forms, conventions, and content that characterize it)
- encompasses the linguistic and schematic resources that contribute to a text's meaning
- involves attention to our social and cultural knowledge and experiences
- engages learners in the processes of interpretation, collaboration, problem solving, and reflection



- **MEANING-MAKING RESOURCES:** experience eating & cooking eggs; can follow a recipe; has watched chefs make an omelet on TV; has access to cooking tools
- **MEANING DESIGN:** cooking; interpreting & transforming the recipe; creating a retooled version of the dish, or “Sarah’s omelet”
- **INTERPRETATION:** comparing recipes; tasting and critiquing ingredients/others’ recipes; troubleshooting; brainstorming ideas for improvement
- **TRANSFORMATION:** testing out new cooking tools; adding/substituting ingredients; applying cooking techniques

## SARAH’S OMELET



# BACKWARD DESIGN & SARAH'S COOKING CLASS

**GOALS & OBJECTIVES:** Culinary innovation / Students will be able to improvise recipes by building on those studied and practiced in class

**ASSESSMENT:** Make an omelet that incorporates at least two new ingredients, tools, or techniques not used in the class recipe.

**INSTRUCTION:** comparing recipes; testing new cooking tools; tasting and critiquing one another's creations; applying techniques to improvise a recipe

# BACKWARD DESIGN & THE MULTILITERACIES FRAMEWORK

GOALS & OBJECTIVES: Foreign language literacy / Students will be able to orally summarize the cultural themes in an authentic videotext

ASSESSMENT: Using stills from a FL film, explain the plot, settings, and characters to the members of the French club

INSTRUCTION: Pedagogical Acts



## PEDAGOGICAL ACTS

- SITUATED PRACTICE = ***experiencing***
  - Spontaneous, experiential learning without conscious reflection
  - Examples: scanning for information, predicting
- OVERT INSTRUCTION = ***conceptualizing***
  - Explicit learning / instruction of skills and knowledge needed for competent participation in activities
  - Examples: categorizing vocabulary words, information mapping, comparing genres

## PEDAGOGICAL ACTS

- CRITICAL FRAMING = ***analyzing***
  - Relating meaning to social contexts and purposes
  - Examples: cultural comparisons, critical focus questions
- TRANSFORMED PRACTICE = ***applying***
  - Application of new understandings, knowledge and skills to use knowledge and produce language in creative ways
  - Examples: summary writing, story retelling, creative writing

# BACKWARD DESIGN & THE MULTILITERACIES FRAMEWORK

INSTRUCTION: comparing recipes; testing new cooking tools; tasting and critiquing; one another's creations; applying techniques to improvise a recipe; etc.

## **ACTIVITY**

Comparing recipes

Testing new cooking tools

Tasting and critiquing creations

Improvising a recipe

## **PEDAGOGICAL ACT**

Situated practice

Overt instruction

Critical framing

Transformed practice

# BACKWARD DESIGN & THE MULTILITERACIES FRAMEWORK

**GOALS & OBJECTIVES:** Foreign language literacy / Students will be able to orally summarize the cultural themes in an authentic videotext

**ASSESSMENT:** Using stills from a FL film, explain the plot, settings, and characters to the members of the French club

**INSTRUCTION:** Describe stills (SP), Map cultural topics in stills to language in film (OI); Critical focus questions (CF); Explain film to French club (TP)

## RECONSIDERING LEARNING OBJECTIVES: A MULTILITERACIES PERSPECTIVE

1. Integrate rather than separate language modalities
2. Prepare learners to use and interpret authentic language in a range of contexts
3. Incorporate a range of texts/genres that represent the target culture
4. Foster the ability to analyze, interpret, and transform discourse through textual interaction
5. Pay attention to relationships between form and meaning in texts
6. Encourage students to take an active, critical stance toward language and texts
7. Focus on linguistic, cognitive, and sociocultural dimensions of literacy

(Kern, 2000; Paesani, Allen, & Dupuy, 2016)



# RECONSIDERING LEARNING OBJECTIVES: EXAMPLES

Students will be able to...	COMMUNICATIVE LANGUAGE TEACHING	MULTILITERACIES FRAMEWORK
	1. talk about the weather, recreational activities, and personal routines	1. present information to peers regarding weather and recreational activities in locales where the FL is used
	2. describe activities	2. describe their daily activities and routines and compare them to those of people their age from the FL culture
	3. express plans and wishes	3. understand and produce short personal narratives about their plans and wishes for everyday life

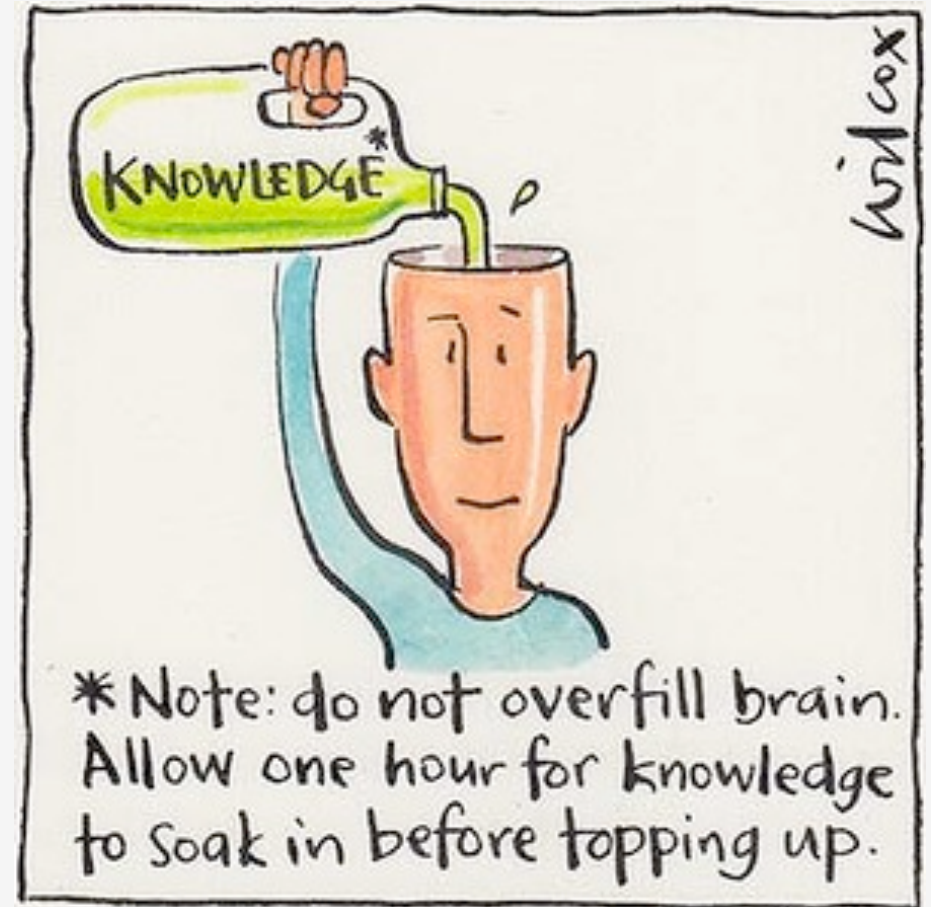
# RECONSIDERING LEARNING OBJECTIVES: ACTIVITY

- On your own or working with one or more colleagues, retool the learning objectives for your course so that they realize the goal of developing students' FL literacy and incorporate multiliteracies principles
- *TIP:* Use action words from the Bloom's taxonomy wheel provided in your handout to articulate your objectives

## **REMINDER: Components of an Instructional Objective**

1. A phrase that begins with "Students will be able to..."
2. A description of observable actions or behaviors that demonstrate the knowledge/competencies to be learned
3. The context and conditions of expected performance

LUNCH BREAK



## DEFINING THE COMMUNICATIVE MODES

In your group brainstorm a list of words you associate with your assigned communicative mode. Be prepared to explain that communicative mode to the rest of the group.

GROUP 1: Interpersonal

GROUP 2: Interpretive

GROUP 3: Presentational



**World Readiness Standards**  
(The National Standards Collaborative board, 2015)

PURPOSE / GOALS	roadmap that guides learners to develop the competence necessary to communicate effectively and interact with cultural understanding		
COMMUNICATION	ability to communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes; includes interpersonal, interpretive, and presentational modes		
COMMUNICATIVE MODES	<i>Interpersonal</i> = ability to interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions	<i>Interpretive</i> = ability to understand, interpret, and analyze what is heard, read, or viewed on a variety of topics	<i>Presentational</i> = ability to present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences

	<b>World Readiness Standards</b> (National Standards Collaborative Board, 2015)	<b>Multiliteracies Framework</b> (Kern, 2000; Paesani, Allen, & Dupuy, 2016)
PURPOSE / GOALS	roadmap that guides learners to develop the competence necessary to communicate effectively and interact with cultural understanding	theoretical and pedagogical approach connecting sociocultural perspectives of learning to classroom practice; emphasis on interdependence of language modalities and interactions between language forms, social context, and communication
COMMUNICATION	ability to communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes; includes interpersonal, interpretive, and presentational modes	multimodal act grounded in textual content that entails language knowledge and use, cognitive strategies and processes, and sociocultural awareness

	<b>World Readiness Standards</b> (National Standards Collaborative Board, 2015)	<b>Multiliteracies Framework</b> (Kern, 2000; Paesani, Allen, & Dupuy, 2016)
<b>INTERPERSONAL</b>	interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions	interact with others to explore relationships, conventions, imagination, creativity, and emotions based in textual content
<b>INTERPRETIVE</b>	understand, interpret, and analyze what is heard, read, or viewed on a variety of topics	individually and collaboratively construct meaning from written, audio, and audiovisual texts
<b>PRESENTATIONAL</b>	present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences	present information and ideas in ways that demonstrate awareness of communicative conventions relevant to the text type, context, and audience





Break



## ASSESSMENT & THE MULTILITERACIES FRAMEWORK

With a partner, based on what you have learned about **literacy** as the goal of FL learning and the **multiliteracies** framework as an instructional approach, brainstorm 3 words or descriptions that might characterize multiliteracies-based assessment.



## RECONSIDERING ASSESSMENT FROM A MULTILITERACIES PERSPECTIVE

- Multiliteracies-based assessment focuses on students' ability to **think critically and creatively** through **language use**
- This conceptualization of assessment includes the **linguistic, sociocultural, and cognitive dimensions of literacy**
- Assessment practices grounded in this perspective target **the integration of language use and textual content** to facilitate **meaning design** by learners

# PRINCIPLES FOR DESIGNING MULTILITERACIES-BASED ASSESSMENT

Assessment should be ...

- based on a broad view of language and literacy
- multidimensional
- tightly interwoven with teaching and learning

(Kern, 2000)

# SAMPLE ASSESSMENTS: ELEMENTARY-LEVEL FL COURSE

<b>OBJECTIVES</b>	<b>ASSESSMENTS</b>
1. present information to peers regarding weather and recreational activities in locales where the FL is used	Think, pair, share activity to analyze model texts (SP); pre-speaking outline (CF); video blog recording (TP)
2. describe their daily activities and routines and compare them to those of people their age from the FL culture	written journal entry (SP); self-assessment of oral participation (CF); online workbook assignments on new language forms (OI)
3. understand and produce short personal narratives about their plans and wishes for everyday life	question sets to check comprehension of model texts (SP/OI), pre-writing graphic organizer (CF); written personal narrative (TP)

# SAMPLE SUMMATIVE ASSESSMENT: ELEMENTARY-LEVEL FL COURSE

## Written Assessment

*Critical framing:* Students respond to pre-listening questions in English about daily life in their culture versus the FL culture.

*Situated practiced / Critical framing:* Students watch and respond to comprehension questions on a videotext of brief interviews on the street wherein three speakers of the FL describe everyday life and recreational activities in their culture; an expansion question asks students to compare their own daily routine to one of the individuals in the videotext in a short paragraph using the FL.

*Situated practice:* Students read two travel guide excerpts and complete comprehension activities related to both the textual genre and the content of the texts.

*Transformed practice / Overt instruction:* Students select a travel destination among those introduced in the travel guide excerpts and write an e-mail message wherein they ask a friend to join them on a vacation there, including detailed description of weather, activities, and plans. Before writing their e-mail message, as a pre-writing activity, students brainstorm useful vocabulary and action verbs and present those lexico-grammatical structures in a graphic organizer.

# WEAVING TEXTUAL CONTENT INTO ASSESSMENT

- Multiliteracies-based instruction and assessment both involve interpreting textual content, analyzing form-meaning connections, and designing new meanings through texts
- Multiple textual resources are the subject of analysis and interpretation by learners – linguistic, schematic, visual, audio, gestural, spatial, etc.



## ACTIVITY: TEXT-BASED ASSESSMENT

- Identify resources in the text you brought that can be targeted in a summative assessment of at least 2 of the 3 communicative modes
  - Be sure to focus on not only linguistic resources but also other types of resources (schematic, visual, audio, gestural, spatial, etc.)
  - Consider how aspects of the text might differ from your students' worldview and experiences

# WEAVING TEXTUAL CONTENT INTO ASSESSMENT

Multiliteracies-oriented assessment includes text-based activities that:

- tap into learners' existing knowledge of / orientation to texts and their contexts of use (i.e., through pre-viewing/listening/reading)
- focus on identification of major facts or events in texts and, to the extent appropriate, supporting details
- entail analysis of form-meaning connections and linguistic patterns in texts
- require the learner to engage with textual content through interpretation
- culminate in opportunities to transform texts, use language creatively, and apply knowledge from texts



## TO CONSIDER FOR TOMORROW

What assessments will effectively measure the multiliteracies-based learning objectives you drafted today?

Do your current course assessments align with these retooled objectives or will they need to be modified?

How will the text(s) you brought with you be used in assessments to meet/measure these retooled learning objectives?

