

RECONSIDERING THE COMMUNICATIVE MODES THROUGH TEXT-BASED ASSESSMENT PRACTICES

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OVERVIEW: DAY 2

Recap Activity – Key concepts

Designing text-based multiliteracies assessments: Analysis activity

Developing summative assessments: Activity & Workshop

Sharing summative assessments: Roundtable

THINK-PAIR-SHARE

THINK: Look at the list of key concepts on yesterday's handouts. Put a check mark beside those you understand well and a question mark beside those that are still unclear.

PAIR: With your partner, discuss the concepts that you still have questions about. Note any that you would like to discuss with the group.

SHARE: Share those concepts that you would like to have clarified.



EXAMPLES OF TEXT-BASED MULTILITERACIES ASSESSMENTS: ANALYSIS ACTIVITY

1. How does the assessment address the stated learning objectives?

Group 1 – Written Exam

2. How does the assessment develop students' foreign language literacy?

Kristen M. , Martha, Sara, Charles

- In what ways do students design meaning, e.g., engage in interpretation and transformation?
- Are the linguistic, sociocultural, and cognitive/reflective dimensions of literacy included?

Group 2 – Oral Exam

Ana, Martina, Casey, Francis

3. How are textual features (linguistic, schematic, audio, visual, gestural) are targeted in the assessment? Where in the assessment are they targeted?

Group 3 – Formative Assessment

Kristin L., Marta, Kayo, Chantelle



Break

CREATING A TEXT-BASED SUMMATIVE ASSESSMENT: WORKSHOP

Use the **learning objectives** and the list of **text-based features** that you identified yesterday, create a summative assessment that includes the following:

- At least 2 of the communicative modes
- Multiple types of textual resources (linguistic, schematic, audio, visual, gestural)
- Interpretation and transformation of textual content
- At least 1 example of the 4 pedagogical acts, i.e., Situated Practice, Overt Instruction, Critical Framing, and Transformed Practice

ROUNDTABLE: CREATING A TEXT-BASED SUMMATIVE ASSESSMENT

1. Provide a **brief (3 minute)** overview of your assessment

- purpose/related objectives
- modes of communication
- text/s included
- activities

2. Ask the group **one question** related to an area of the assessment that remains problematic or unplanned