RECONSIDERING THE COMMUNICATIVE MODES THROUGH TEXT-BASED ASSESSMENT PRACTICES

Heather Willis Allen
University of Wisconsin-Madison

Kate Paesani
Wayne State University / University of Minnesota
## OVERVIEW: DAY 2

<table>
<thead>
<tr>
<th>Recap Activity – Key concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Designing text-based multiliteracies assessments: Analysis activity</td>
</tr>
<tr>
<td>Developing summative assessments: Activity &amp; Workshop</td>
</tr>
<tr>
<td>Sharing summative assessments: Roundtable</td>
</tr>
</tbody>
</table>
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?

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

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

Group 1 – Written Exam
Kristen M., Martha, Sara, Charles

Group 2 – Oral Exam
Ana, Martina, Casey, Francis

Group 3 – Formative Assessment
Kristin L., Marta, Kayo, Chantelle
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
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