

Formative Assessment in the Multiliteracies Framework

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February 14th, 2019



SCHOOLIES

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**What elements guide
your instructional
decision making in
relation to planning
student learning
outcomes and
assessment practices?**

Backward Curricular Design

Step 1: Identify desired outcomes of the instruction (goals and objectives)

- Goals: General statements along which curricula are organized
- Objectives: Tell us how goals will be achieved and what students will be able to do as a result of participating in classroom activities. A number of objectives comprises a goal. General statements along which curricula are organized

Step 2: Determine how you'll assess that students have met those goals and objectives.

- Formative - during instruction
- Summative - establishes to what extent the learners have met instructional objectives

Step 3: Decide what activities you and your students will engage, that will lead to meeting the goals and objectives (and that will also be related to the assessment).

Effective Assessment

What is evaluated constitutes the de facto curriculum and how it is evaluated reflects the de facto philosophy of learning and teaching, regardless of what the teacher or course description says.” (Kern, 2000, p. 267)

- Multi-dimensional (captures various dimensions of literacy and the content of language use)
- Linking linguistic form and meaning
- Draws on students’ knowledge of language, culture, and conventions
- Integrates the various linguistic modalities (rather than treating them as 4 separate skills to be tested discreetly)
- Consistent with and naturally flowing from the teaching process

Assessment and Multiliteracies

The World Readiness Standards: 3 Modes of Communication

- **Interpersonal**
 - Students will describe what they have for lunch and compare it to what's eaten for lunch by their peers in the target culture.
- **Presentational**
 - Students will present to their class or group of peers what's eaten for lunch in the target culture.
- **Interpretive**
 - Students will discuss ways in which a lunch eaten in a target culture could be prepared at home.

What assessment activities can you think of that will expand on the above?

formative

goformative.com

Create a formative assessment activity.

Where does it fit within the Multiliteracies Framework?

Next Meeting

- Next Thursday February 21st, **cancelled** due to a conference.
- Next meeting on **Thursday February 28th, at 2.30pm - 3.30pm in CLS.**
- Discussion group this **Monday, February 18th, at 2.30pm -3.30pm in IAB 253.**
 - We will expand on the concepts of literacy and meaning-design by introducing the notion of available designs.
 - We will explore how the concept of available designs can help instructors select texts and target textual resources for literacy-based FL education.
 - Reading:
 - Chapter 1
 - Chapter 2

From A Multiliteracies Framework for Collegiate Foreign Language Teaching by Paesani, Willis-Allen, and Dupuy, 2016



thanks!