Micro-Paper 48: *Assessment*

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Defining the Term

Assessment has been around since the start of schooling and has been applied to every field of education. It ramifies into two, formative and summative assessment, as an intricate means to measure student learning progression. Formative assessment embraces the notion of an on-going analysis of how the student is socially developing their competences through enriched constant feedback and metacognitive exercises. While its counterpart, provides a criterion-based response of an exact position of where the student got to. Limiting assessment just to either of them would be far too limiting, as it would yield a short-sighted interpretation of a single story.

Assessment takes shape today by recognizing multimodal modes of reception and expression, and thus teachers should not reduce it to a mere piece paper or presentation. Instead, it must be an active agent in participants' social realities. To support this goal, the rubric designed for any given assessment should portray a comprehensive interpretation of the subjects in a style that defines a pre-established objective, practical criteria and timeframe, reliability, construct validity and authenticity to engage and trigger a meaningful connection. As the world constantly undergoes alterations, so must assessment so that it can continue to serve as a tool of measured progress and reflection.

Connecting it to LSLP

In the case of LSLP, research on assessment in the P-20 school context is an emerging line of inquiry. As we progress in our research on pedagogical frameworks for ideas such as critical literacy, multiliteracies, and so forth, we are beginning to realize the need to design assessment frameworks that make it possible to capture and maintain the essence of working with these concepts in second languages.

As the notion of literacy permeates education, reflection of our assessment practices is warranted. Assessment is not bound by a scientific mindset but by those individuals that wield it. As such, today's language ecologies know no restrictions and incessantly transfigure, it is then inevitable for assessment and literacy to merge.

Expanding Second Language Research

Although there has been some work on assessment and second language studies, adding literacy into this mix demands a careful revision of the fundamentals and applications of literacy theory to translate all these notions into the classroom. Exploring the myriad uses of literacy practices provides an opportunity to frame such work within meaningful tasks.

In this case, the goal is to create tasks that empower students with the subject-matter as discursive members of social language where language is constructed unremittingly. Hence, a means to interpret such literary creations entails researching and designing dynamic rubrics to appreciate the intricacies and development of contemporary language ecologies.

References

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