

# Multimodal Texts, Preservice Teachers, and Assessment:

## Applying the Five Domains Model of the Multimodal Assessment Project (MAP)

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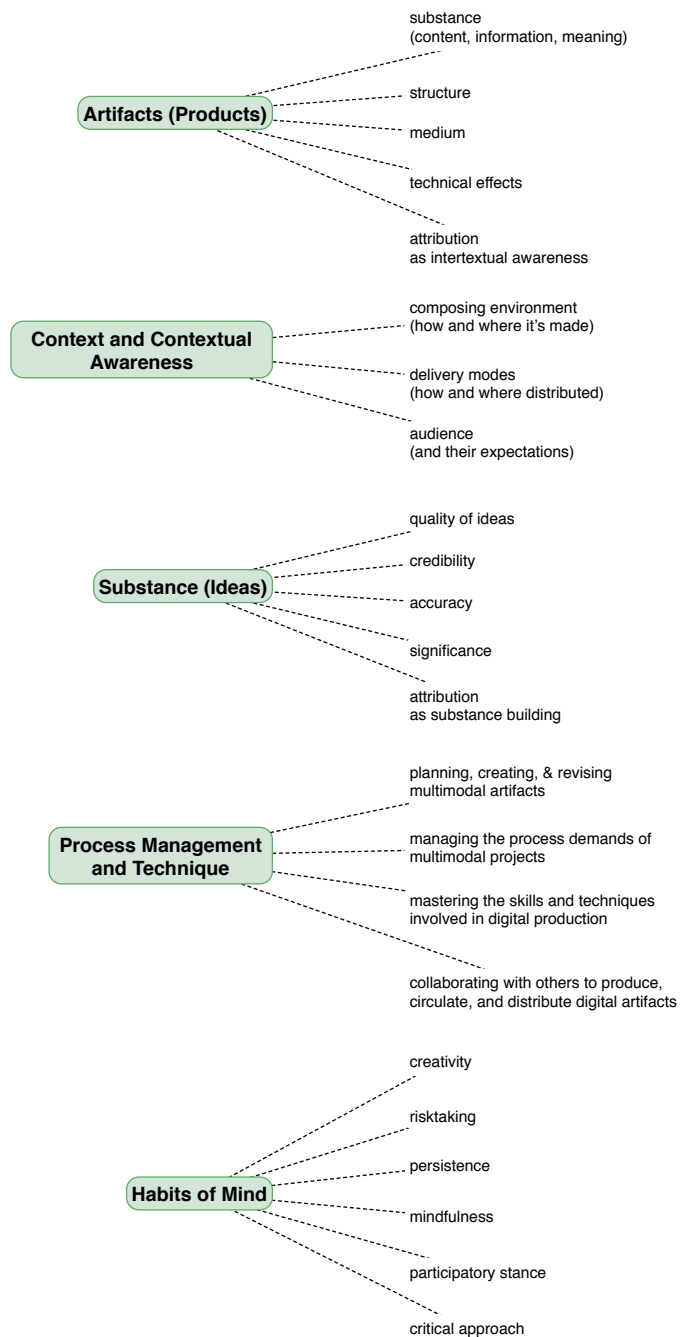
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For additional information and media:

<http://lyteracie.org/project/ncte2016/>

### Language of Instruction

### Language of Assessment



# The MAP Five Domains Framework

## for Assessing Multimodal Writing

The Multimodal Assessment Project (MAP) Framework is a set of five domains—areas of growth, development, and ultimately performance in multimodal composition. Although specific dimensions might be the focus of attention at any one time, all five dimensions are present in every act of composing. A comprehensive curriculum or set of learning opportunities should support authors in developing knowledge and capacity across all five dimensions over time.

The **artifact** is the finished product. Audiences expect artifacts to convey a coherent message with a clear focus created through an appropriate use of structure, medium, and technique. Artifacts incorporate elements from multiple modes, and are often digital, but do not have to be—they may be analog works (e.g., texts that incorporate both writing and drawing). They identify the connections among resources, composers, and ideas and may demonstrate habits of mind such as innovation, creativity, and critical stance.

As a domain, **context** is the world around the artifact, around the creation of the artifact, and how the artifact enters, circulates, and fits into the world. Authors attend to the context of a multimodal artifact when they make design decisions related to genre or to an artifact's intended uses. Given their purposes, authors consider the affordances, constraints, and opportunities, given purpose, audience, composing environment, and delivery mode. [Note: also referred to as "**contextual awareness**"]

**Substance** refers to the content and overall quality and significance of the ideas presented. The substance of a piece is related to an artifact's message in relationship to the contextual elements of purpose, genre, and audiences. Considering the substance of a piece encourages authors to think about elements such as quality of ideas, quality of performance, credibility, accuracy, and significance.

**Process management and technique** refer to the skills, capacities, and processes involved in planning, creating, and circulating multimodal artifacts. Creating multimodal products involves the technical skills of production using the chosen tools, but it also includes larger project management skills as well as the ability to collaborate with others in diverse and often interactive situations. Over time, individuals learn to more effectively control the skills and manage the processes of producing and circulating digital content.

**Habits of mind** are patterns of behavior or attitudes that reach beyond the artifact being created at the moment. They develop over time and can be nurtured through self-sponsored learning as well as teacher-facilitated activities throughout the process. Examples include creativity, persistence, risk-taking, mindfulness, and engagement. Habits of mind can also include an openness to participatory and interactive forms of engagement with audiences.

Eidman-Aadah, E., Blair, K., DeVoss, D. N., Hochman, W., Jimerson, L., Jurich, C., Murphy, S., Rupert, B., Whithaus, C., & Wood, J. (2013). Developing domains for multimodal writing assessment: The language of evaluation, the language of instruction. In H. McKee & D. N. DeVoss (Eds.), *Digital writing assessment & evaluation*. Logan, UT: Computers & Composition Digital Press, Utah State University Press. Retrieved from <http://ccdigitalpress.org/dwae>.