

## Collaborative Protocol: Reflecting on Digital Writing

### Artifact 1

#### Part 1: Descriptive Noticing

1. What do you see/notice?
2. What is working in this piece/composition?
3. What does it make you wonder/what questions does it raise?

#### Part 2: Using the Multimodal Assessment Project's guide to reflect on digital writing (Figure 1.1-1.2)

1. Substance:
2. Process Management and Technique
3. Habits of Mind

#### Part 3: Engaging the Assessment (Figure 1.2)

1. Critical Thinking
2. Writing Processes
3. Knowledge of Conventions
4. Abilities to Compose in Multiple Environments

### Artifact 2

#### Part 1: Descriptive Noticing

1. What do you see/notice?
2. What is working in this piece/composition?
3. What does it make you wonder/what questions does it raise?

#### Part 2: Using the Multimodal Assessment Project's guide to reflect on digital writing (Figure 1.1-1.2)

1. Substance:
2. Process Management and Technique
3. Habits of Mind

#### Part 3: Engaging the Assessment (Figure 1.2)

1. Critical Thinking
2. Writing Processes
3. Knowledge of Conventions
4. Abilities to Compose in Multiple Environments

**Figure I.1. Components from NWP's Multimodal Assessment Project**

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.

**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.

As a domain, **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.

*Source:* Excerpted from "Developing domains for multimodal writing assessment: The language of evaluation, the language of instruction," by NWP MAP Group, 2013, in H. A. McKee & D. N. DeVoss (Eds.), *Digital writing assessment & evaluation*. Available at [ccdigitalpress.org/dwae/07\\_nwp.html](http://ccdigitalpress.org/dwae/07_nwp.html). Reprinted with permission.

**Figure I.2. Components from the Framework for Success in Postsecondary Writing**

**Habits of mind** refers to ways of approaching learning that are both intellectual and practical and that will support students' success in a variety of fields and disciplines. The Framework identifies eight habits of mind essential for success in college writing:

- Curiosity—the desire to know more about the world.
- Openness—the willingness to consider new ways of being and thinking in the world.
- Engagement—a sense of investment and involvement in learning.
- Creativity—the ability to use novel approaches for generating, investigating, and representing ideas.
- Persistence—the ability to sustain interest in and attention to short- and long-term projects.
- Responsibility—the ability to take ownership of one's actions and understand the consequences of those actions for oneself and others.
- Flexibility—the ability to adapt to situations, expectations, or demands.
- Metacognition—the ability to reflect on one's own thinking as well as on the individual and cultural processes used to structure knowledge.

The Framework then explains how teachers can foster these habits of mind through **writing, reading, and critical analysis** experiences. These experiences aim to develop students'

- Rhetorical knowledge—the ability to analyze and act on understandings of audiences, purposes, and contexts in creating and comprehending texts.
- Critical thinking—the ability to analyze a situation or text and make thoughtful decisions based on that analysis, through writing, reading, and research.
- Writing processes—multiple strategies to approach and undertake writing and research.
- Knowledge of conventions—the formal rules and informal guidelines that define what is considered to be correct (or appropriate) and incorrect (or inappropriate) in a piece of writing.
- Abilities to compose in multiple environments—from using traditional pen and paper to electronic technologies.

*Source:* Excerpted from "Framework for success in postsecondary writing," by Council of Writing Program Administrators, NCTE, & NWP, 2011, pp. 4–10. Available at [wpacouncil.org/framework](http://wpacouncil.org/framework).