



Teachers'
Assessment
Literacy
Enhancement

TALE

Taster 1

2ND MULTIPLIER EVENT OF THE TALE PROJECT

NOVEMBER 24TH, 2017



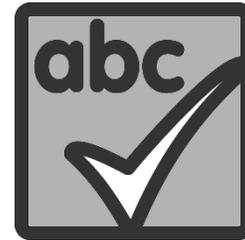
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Erasmus+

Tasting ...

❖ ABCs in Assessment



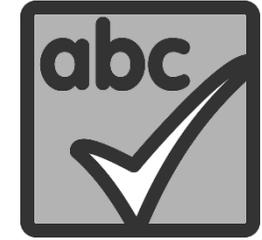
❖ Test Impact



❖ Feedback



ABCs in Assessment



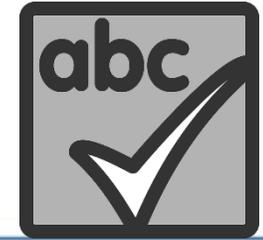
Why do you **assess** language learners?

Teachers usually assess language learners because they need to make decisions about these learners. The evidence that they collect helps them **to make good decisions**. For example, teachers may need to decide which student should be given the prize as the best student in the class.

Task 1- Can you think of five different decisions that teachers may need to make about language learners for which an assessment might help to inform the decision?

„When you finish, click on '**submitted answers**' to read what other teachers working on this Course have replied.”

ABCs in Assessment



What are the functions of assessment? Assessment terms quiz.

Task 2 –

Here is a list of some decisions that people make using language assessments. Can you fill in the gaps in each sentence (1 - 4) with the correct terms for the function of the assessment (A, B, C or D)?

1. When a school head uses an assessment to find out learners' levels of language ability to assign them to the most suitable class group, this is a(n) function.
2. When a college uses results from an assessment to decide which students to admit to the course and which to reject, this is a(n) function.
3. When a teacher gives an assessment to find out which English sounds are difficult for learners and to choose useful practice exercises, this is a(n) function.
4. When a teacher uses an assessment to find out how much the learners in her class have learned (and so where she needs to review material), this is a(n) function.

A diagnostic

B placement

C progress

D selection



Started on	Wednesday, 22 November 2017, 11:44 PM
State	Finished
Completed on	Wednesday, 22 November 2017, 11:45 PM
Time taken	1 min 5 secs
Marks	1.00/1.00
Grade	10.00 out of 10.00 (100%)
Feedback	

Question 1

Correct

Mark 1.00 out of 1.00

Flag question

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3. When a teacher gives an assessment to find out which English sounds are difficult for learners and to choose useful practice exercises, this is a(n) ✓ function.
4. When a teacher uses an assessment to find out how much the learners in her class have learned (and so where she needs to review material), this is a(n) ✓ function.



In our education system the emphasis is on....?

Certification Tests



- A. Summative assessment or assessment **of** learning
- B. Formative assessment or assessment **for** learning

[Video:](https://vimeo.com/187545455)
<https://vimeo.com/187545455>

Test Impact



How can you relate the concept of *assessment for learning* and *assessment of learning* to these statements about the link bw teaching and testing?

- A. *“Only what is tested is taught.”*
- B. *“What is not taught is not learnt.”*
- C. *“What is tested should be taught.”*

A good test promotes both.

Test Impact



Besides good tests, what else can guide learning and motivate students in the classroom?

FEEDBACK

- Validity
- Reliability
- Impact
- Practicality

„A good test will not just be a measuring stick that you compare against yourself, it would also help guide your learning, motivate you to explore further and push you to shine.“

Courses are (hyper)linked to each other

Feedback



Giving useful feedback to learners to enhance their motivation.

Task 6 - Sort the examples of feedback into the categories of helpful (H) and unhelpful (UH) feedback.

You should have prepared better for this test.

You did a good job.

Your use of tenses is beyond belief.

Vocabulary is your greatest weakness. You need to study harder.

Vocabulary boxes can be useful for memorizing new words.

Your use of tenses has improved a little because you do not seem to mix them up any more.

I really saw how well you have worked on your connectives.

I think you might want to work on...

Do you know the loci method? It might help you to remember words better

Helpful feedback

Vocabulary boxes can be useful for memorizing new words. (Where to next?)

Your use of tenses has improved a little because you do not seem to mix them up any more. (Where am I going?)

I really saw how well you have worked on your connectives. (How am I going?)

I think you might want to work on... (Where to next?)

Do you know the loci method? It might help you to remember words better. (Where to next?)

Unhelpful feedback

You should have prepared better for this test

You did a good job.

Your use of tenses is beyond belief.

Vocabulary is your greatest weakness. You need to study harder.



Feedback



How can a teacher provide feedback that **stimulates self-reflection**?

Task 7 - Read the notes a teacher has made on a learner's assignment, and reformulate the statements so that the feedback the teacher provides is meaningful and helps the learner self-reflect.

The teacher's notes:

=> **good eye contact and body language; good introductory question (“Have you ever thought about just how important the sun is for us?”)**

=> **mumbles a little, should enunciate more clearly, particularly at the beginning of sentences: pronounce key aspects and important statements clearly.**

=> **overuses slangy expressions (gonna, wanna): watch examples of formal presentations on YouTube and note relevant language.**



Remember to:

- communicate clearly by specifying, for example, areas needing improvement.
- enable learners to reflect on their learning, for example, by formulating questions about their strengths, weaknesses, areas for improvement, and ways to improve their performance.
- *Use phrases: What did you do well?; Did you do as well as you wanted to?; What might you do differently if you did this again?; What are you still insecure about?; What might help you be more successful in the future?; How can we change this?*