Testing and Assessment:

Effectively Diagnosing Learners

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What will we talk about?

- *The Role of Testing and Assessment in the classroom*: What and how do we test and assess?

What do we test? **knowledge, skills**

How we test? **monitoring, feedback, oral, written**

- *The Role of Testing in Planning*: What do we do with the results?

Why do we test? **level, check outcomes, planning**

Or what do we think they test? ✏️

- Realistic 'learning outcomes'?
- Learner 'progression'?
- Learner recall of language?
- Utilisation of skills 'under pressure'?

Testing is a crucial part of the Language Learning Journey

"Every journey starts with fear"

Jake Gyllenhaal

The Journey

‘I have seen’ → ‘I know’ → ‘I can use’

Asking Why?

"Ask yourself why a red carpet is red. It could be any colour"

Jake Gyllenhaal

Consideration 1: Choose your test type

1.*Initial Assessment*

2.*Continuous Assessment*

3.*Final Assessment*

Consideration 2

When making a test... ✏

1. What's the point?
2. Complexity: Task and language
3. Marking system
4. Instructions
5. Layout
6. Time
7. Quality/Depth of assessment

AND THEN I SAID...

"THE TESTS WILL LOOK JUST LIKE WHAT WE'VE COVERED IN LECTURE!"

quickmeme.com

Consideration 3:
Diagnosing Learners

What do the learners know? How do you know that they know what you think that they know?

What form do you want the results in and how do you plan on making them 'meaningful' or 'actionable'?

Effectively Diagnosing Learners

1. 'Good' tests show **where they are** at a given time
2. Teacher interprets the results to help them **close the gaps** to where they should be.
3. 'Bad' tests **punish and demotivate**, 'bad' tests give **no clear roadmap** for the teacher or the learner.
4. Teacher need to ensure that there is a **throughline** from lesson to test to lesson in order for the learner to be able to take charge of their own learning.

Using the CEFR 'Can do' statements! Do you know?

- Writing skills!
- A2, B1, or B2?

- Can write a review of a film, book or play.
- Can write accounts of experiences, describing feelings and reactions in simple connected text.
- Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences.

●Answers...

1. Can write about everyday aspects of his/her environment, e.g. people, places, a job or study experience in linked sentences.
2. Can write accounts of experiences, describing feelings and reactions in simple connected text.
3. Can write a review of a film, book or play.

Listening skills!
A2, B1, or B2?

- Can understand straightforward factual information about common everyday or job related topics

- Can understand phrases and expressions related to areas of most immediate priority

- Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics

●Answers…

1. Can understand phrases and expressions related to areas of most immediate priority
2. Can understand straightforward factual information about common everyday or job related topics
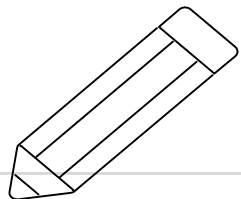3. Can understand standard spoken language, live or broadcast, on both familiar and unfamiliar topics

Whatever 'way' of testing/diagnosing you choose must be the one that works best for your purposes

'Testing' Systems: Grammar and Lexis

"If an idea is indeed sensible, it will eventually become just part of the accepted wisdom"

Nigel Farage

- What common 'grammar tests are there and what are their positives and negatives?

- Form: structure

- Meaning: context, function, 'nuances'

- Phonology: features of connected speech, syllables

Lexis

How do you test Lexis?

What do we test?
1. Meaning in context?
2. Idiomatic vs. Literal
3. Language recall (knowledge or use?)
4. Phonology
5. Range (upgrading?)

What about testing development?

"Strength does not come from winning. Your struggles develop your strengths. When you go through hardships and decide not to surrender, that is strength"

Arnold Schwarzenegger

Writing

Structure: How to do this?
What are we looking for?
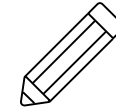
- Test focus/criteria/context
- Quantity vs. Quality
- Range/accuracy
- Register?
- Reproduction?

- Skills? (Skimming, scanning)
- Lexical knowledge?
- Task?
- Reading between the lines/context knowledge?
- Intensive or Extensive?

Testing Listening

- What skill? Skimming? Scanning?
- 'Decoding streams of speech'?
- Understanding context?
- Following discussion?
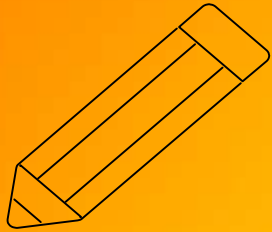- Recognition of function?

Designing texts and tasks:
You or who?

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❖Quantity vs. Quality

● *What about Criteria*:
1. Language: Range and Accuracy
2. Pronunciation: individual sounds; stress and rhythm
3. Speed, fluency, hesitation
4. Coherence of argument, topic development
5. Conversation maintenance (clarification, repair, pause fillers, etc.)

Integration:
What is it good for?
How would you integrate testing?

"I'm not for integration and I'm not against it"

Richard Pryor

Testing is about improving Teacher Confidence

"I want, overall, to trust what I know is right. There have been many times when I haven't"

Jake Gyllenhaal

To think about...

- Are we testing _recognition_ in closed context or _use_?
- Are we _integrating_ skills/knowledge in tests? 'Testing' _production_?
- Learner expectations or teacher information?

Take home?

Don't focus on the score, focus on what to do with it.

Focus more on *use* than on *knowledge*

There is a big difference between testing for higher and for lower levels
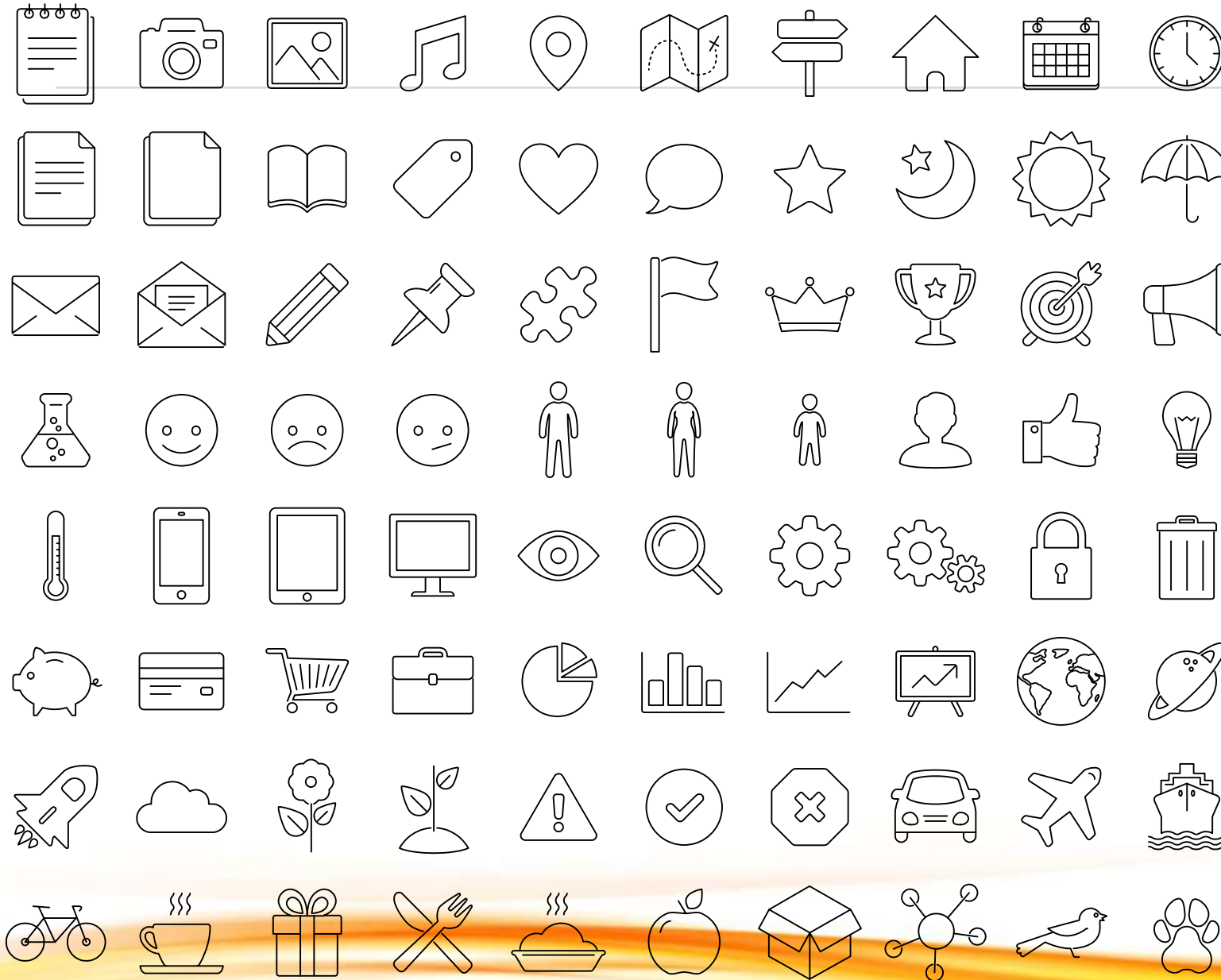
♡

Thanks!

Any **questions** *?*

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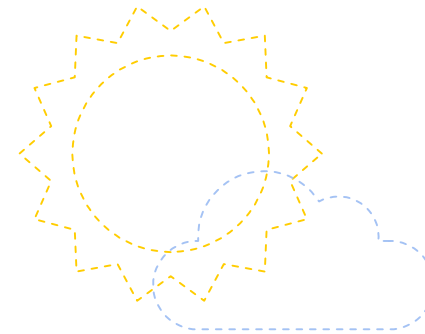
This means that you can:
- Resize them without losing quality.
- Change line color, width and style.

Isn't that nice? :)

Examples: