The changing face of assessment.
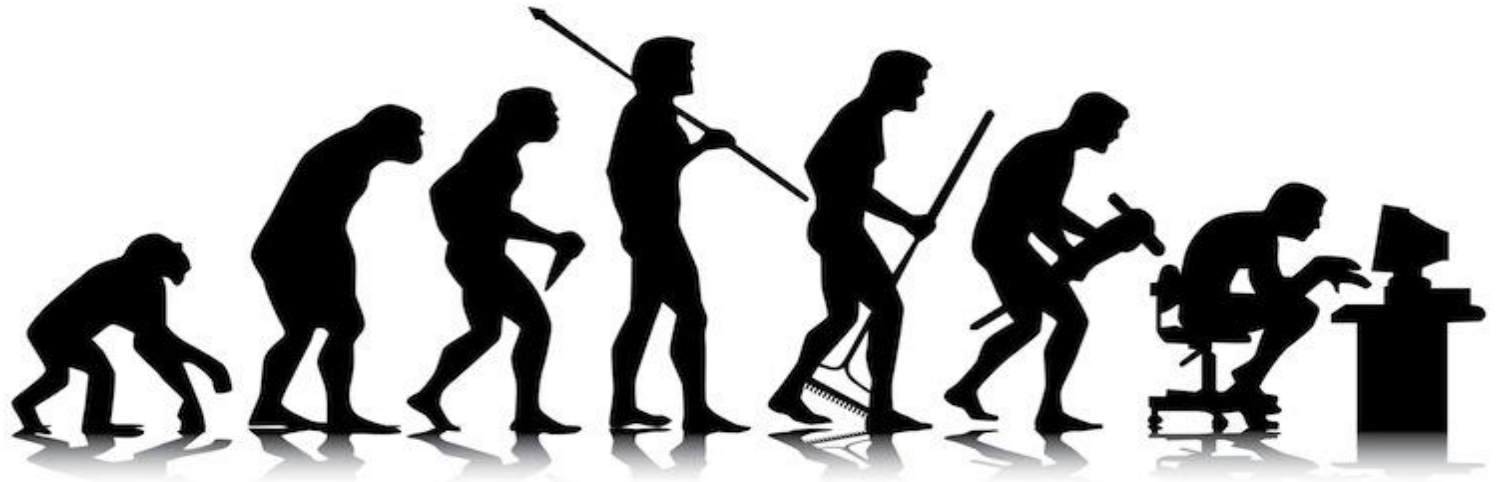
Alex Thorp
Academic Support Specialist

Trinity College London

English qualifications for real-world communication

Ofqual | Office of Qualifications and Examinations Regulation

A L T E | Association of Language Testers in Europe

TRINITY COLLEGE LONDON | Secure English Language Tests

The changing face of assessment.

Overview
- Potential of assessment – your thoughts
- Overview of Testing
- What do students need for success?
- Trinity – Our testing philosophy
- Introduction to ISE
- Review potential of assessment
- Q&A

Proficiency

Achievement

Any problems?

Diagnostic

TRINITY
COLLEGE LONDON

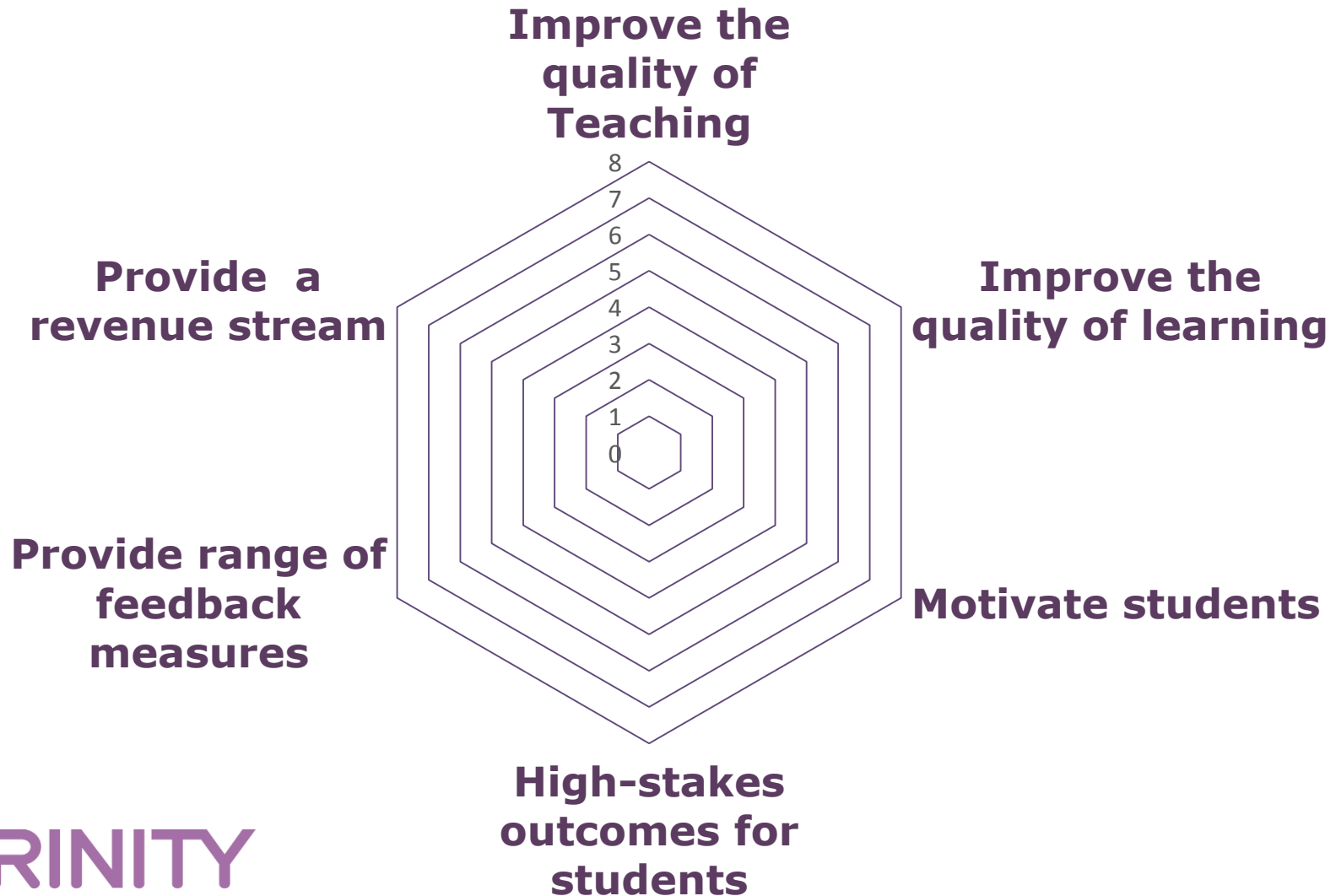# The potential of assessment.
Summative assessment can.....

- improve the quality of teaching?
- improve the quality of learning?
- motivate students?
- provide high-stakes outcomes for students?
- provide a range of feedback measures?
- provide a revenue stream / attract students?

TRINITY
COLLEGE LONDON

The potential of assessment.
Summative assessment can.....

Improve the quality of Teaching

Improve the quality of learning

Motivate students

High-stakes outcomes for students

Provide range of feedback measures

Provide a revenue stream

8 7 6 5 4 3 2 1 0

TRINITY
COLLEGE LONDON

The potential of assessment.
Summative assessment can.....

Improve the quality of Teaching

Improve the quality of learning

Motivate students

High-stakes outcomes for students

Provide range of feedback measures

Provide a revenue stream

8
7
6
5
4
3
2
1
0

TRINITY
COLLEGE LONDON
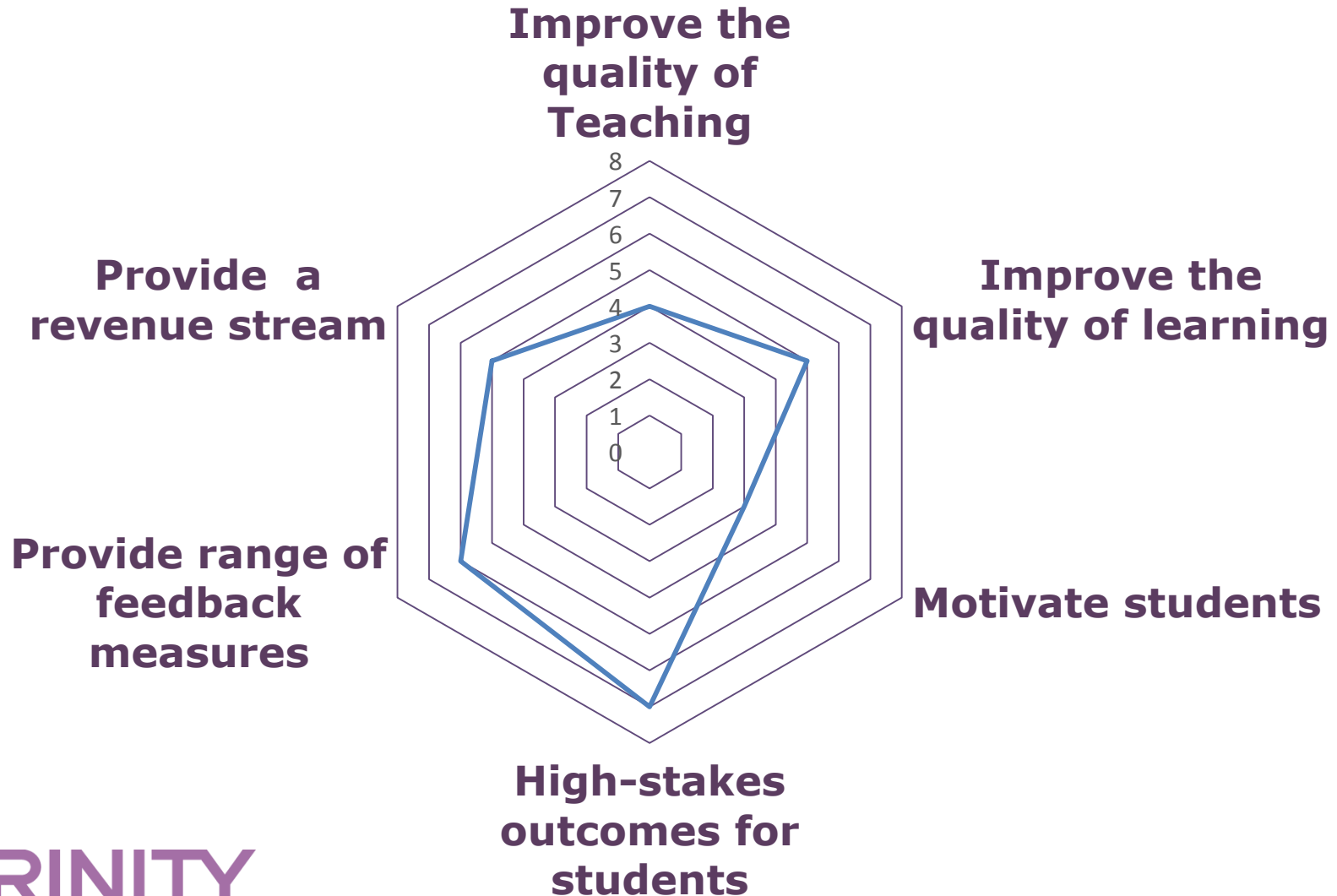
Languages in the past…..

A brief history of…   testing!

Content

Capability

<1850   1877   1913   1972   2001   2015>

TRINITY
COLLEGE LONDON

The evolution of language assessment
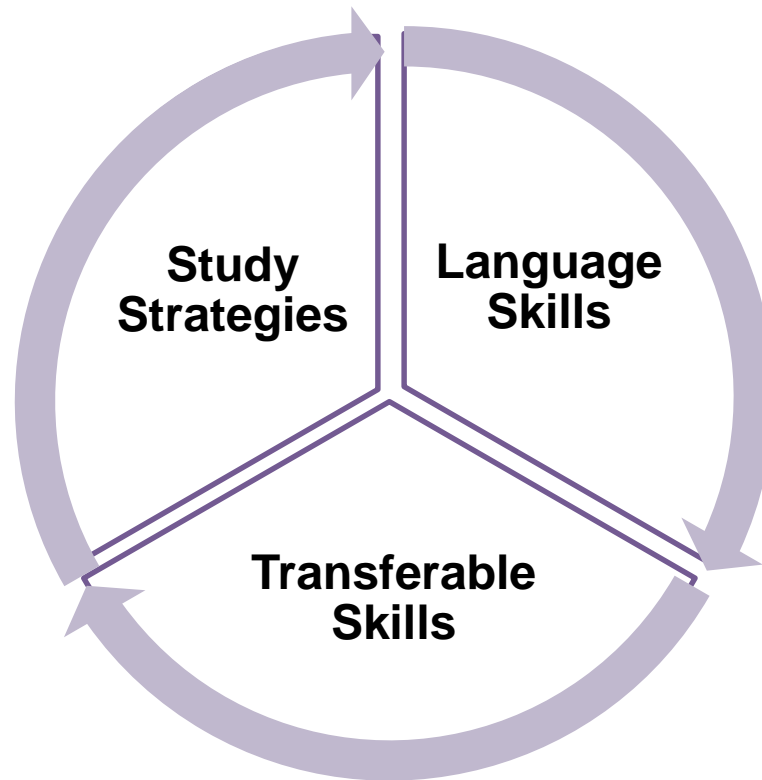A necessary evil or an essential tool?

Cognitive processes

Test taker

Contextual parameters

Resources

Consequences
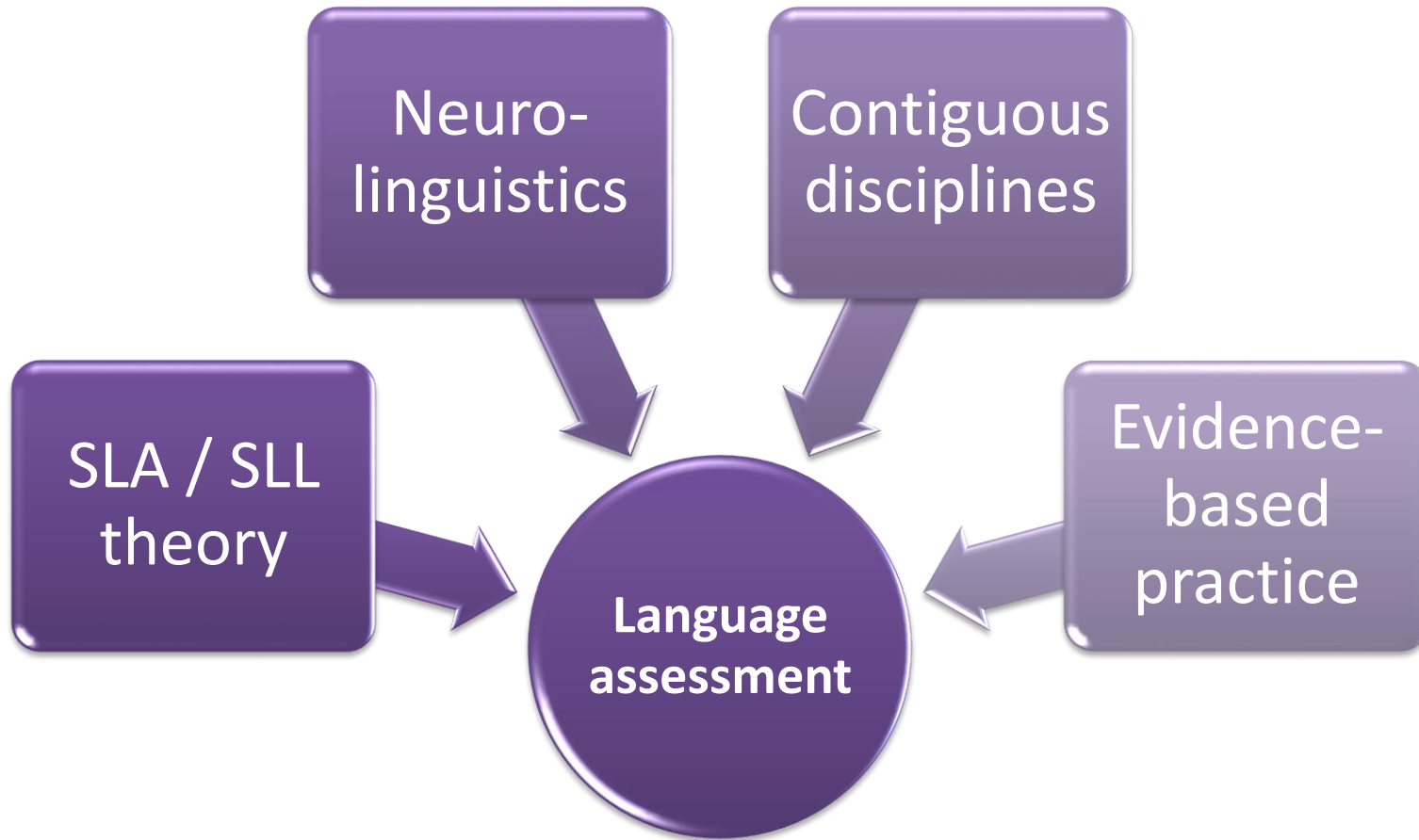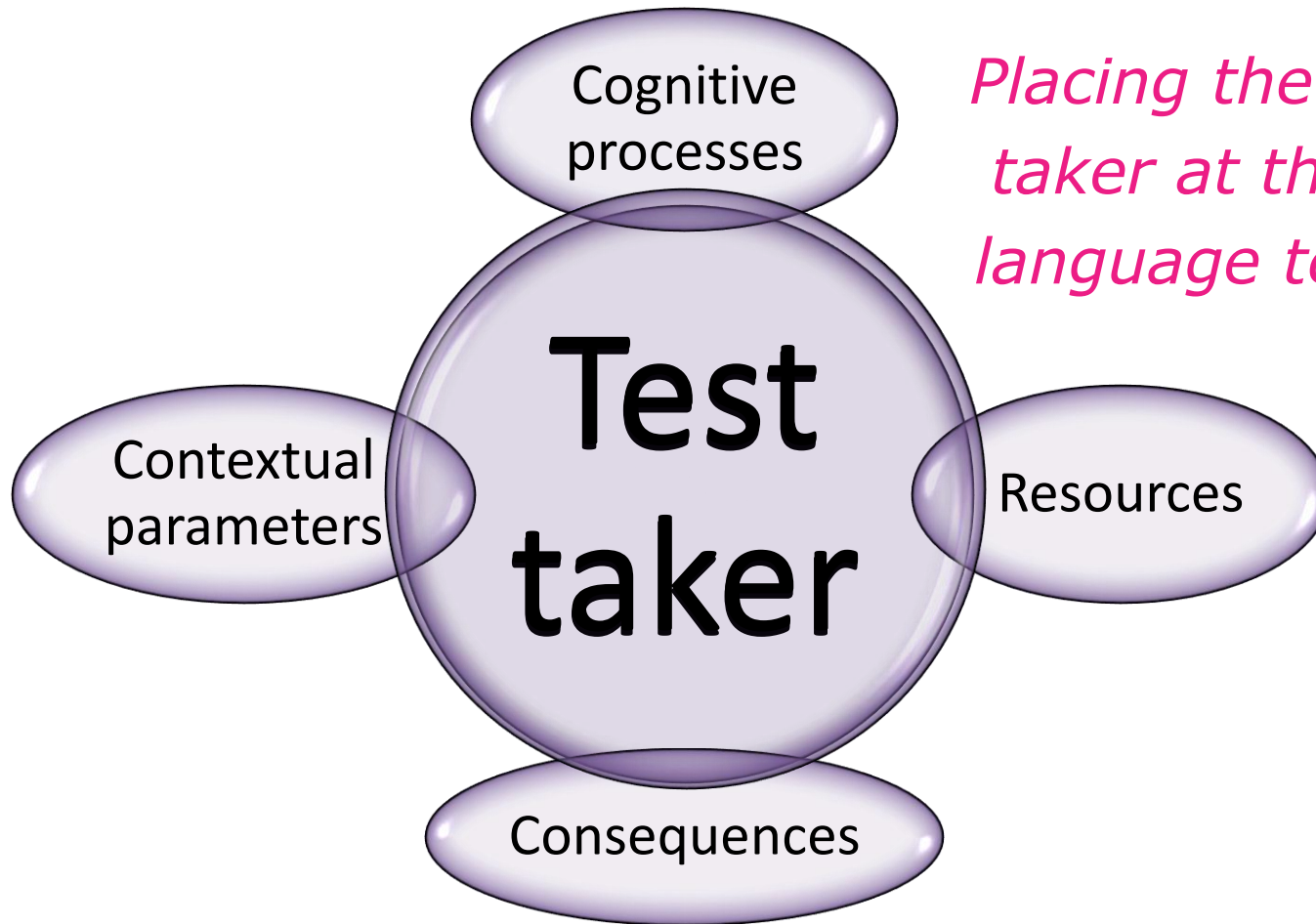
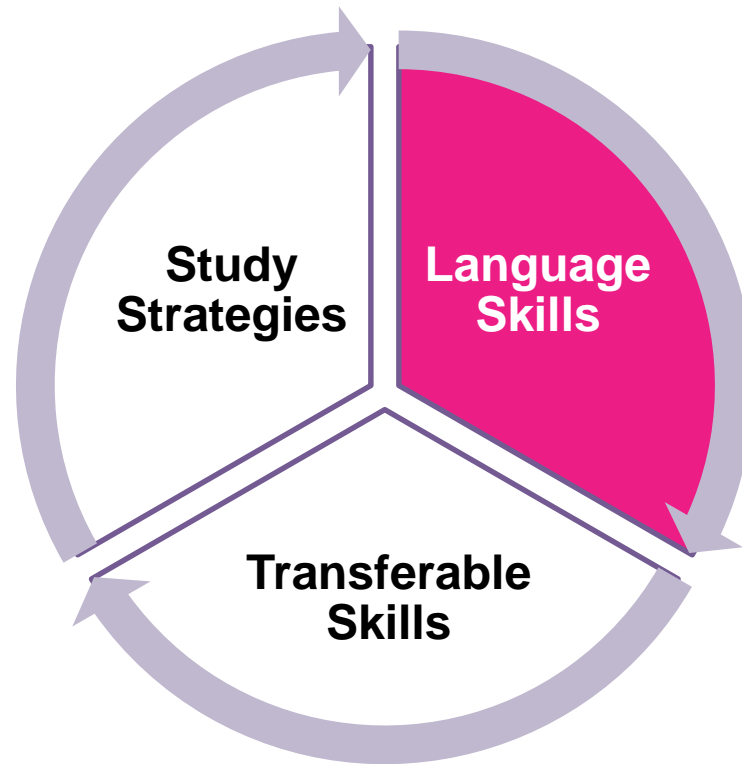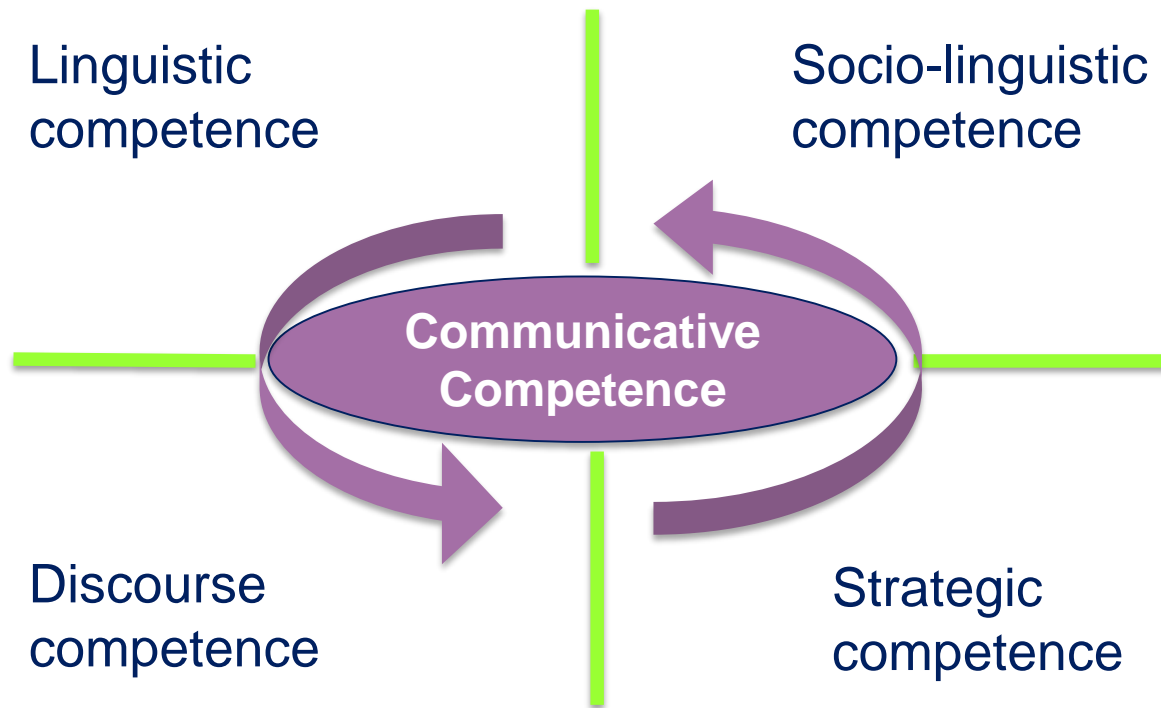*Placing the individual test taker at the heart of the language testing agenda.*

TRINITY
COLLEGE LONDON

What students need to succeed
What we now know

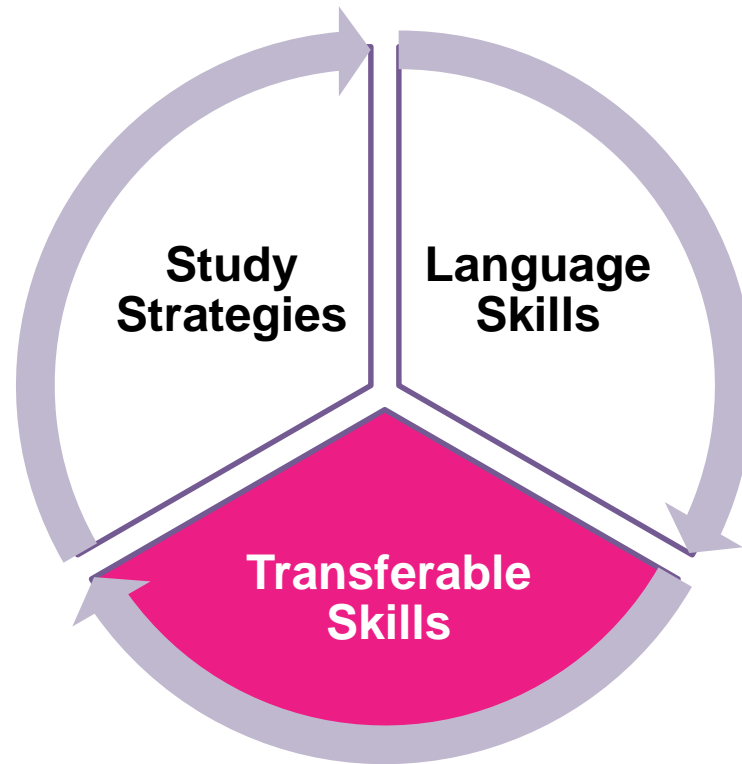# What students need to succeed
Academic background - What we now know

Linguistic competence

Socio-linguistic competence

Communicative Competence

Discourse competence

Strategic competence

Bachman & Palmer (2010): communicative competence model

What do students need to **succeed**?

TRINITY
COLLEGE LONDON

What students need to succeed
Academic background - What we now know

Tony Wagner	Critical thinking & problem solving
Expert in Residence Innovation Lab of Harvard	Collaboration and leading by influence
	Agility and adaptability
	Initiative and entrepreneurship
	Effective oral and written communication
	Accessing and analyzing information
	Curiosity and imagination

TRINITY
COLLEGE LONDON

Global employability survey 2015:

"*The most important criteria employers now use for recruitment decisions is skills profile.***"**

World Economic Forum 2015

TRINITY
COLLEGE LONDON

What do students need to **succeed**?
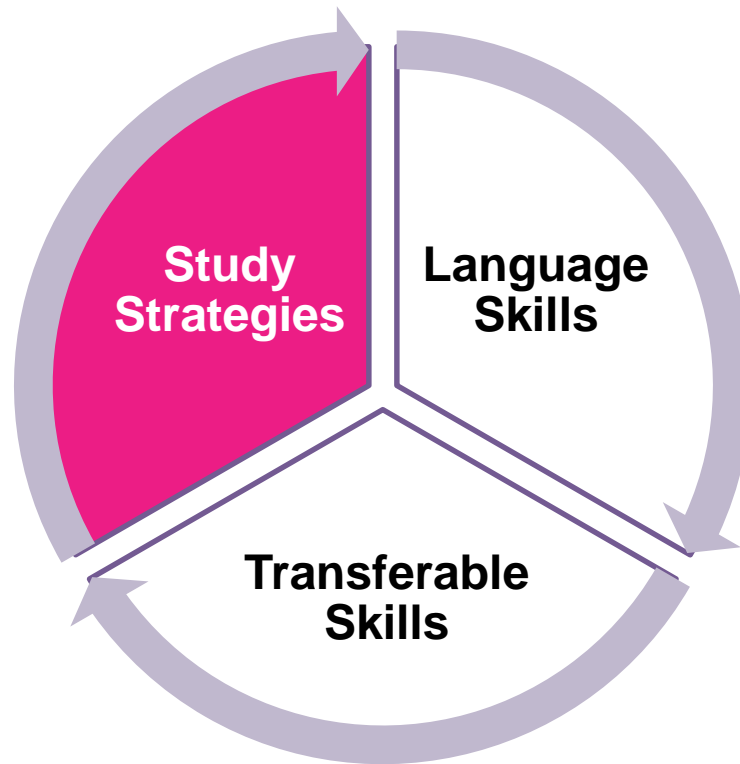
What students need to succeed
Academic background - What we now know

Study Strategies	Note-taking
	Summarising
	Synthesising
	Sourcing relevant data across texts
	Planning
	Self-checking and self-evaluation
	Deducing and inferring

TRINITY
COLLEGE LONDON

In an **ideal world** a test would reflect….

…..placing the test taker at the **centre** of the test.

Are tests doing what they need to?
Contemporary language examinations used with YL

- **Describe** a picture
- **Talk** about [2 out of 3] pictures for one minute
- **Talk** about an experience (monologue to a computer)
- **Speak** about a topic you are given after one minute's thinking time (for that topic)
- **Listen** and repeat sentences
- **Listen** and answer multiple choice questions about what you're listening to
- **Listen** to a recording and select the correct answers
- **Listen** and write the correct answers
- **Read** aloud – words or sentences (to a computer)
- **Read** and select true, false *or* not given
- **Transform** sentences using knowledge of *grammar/syntax*
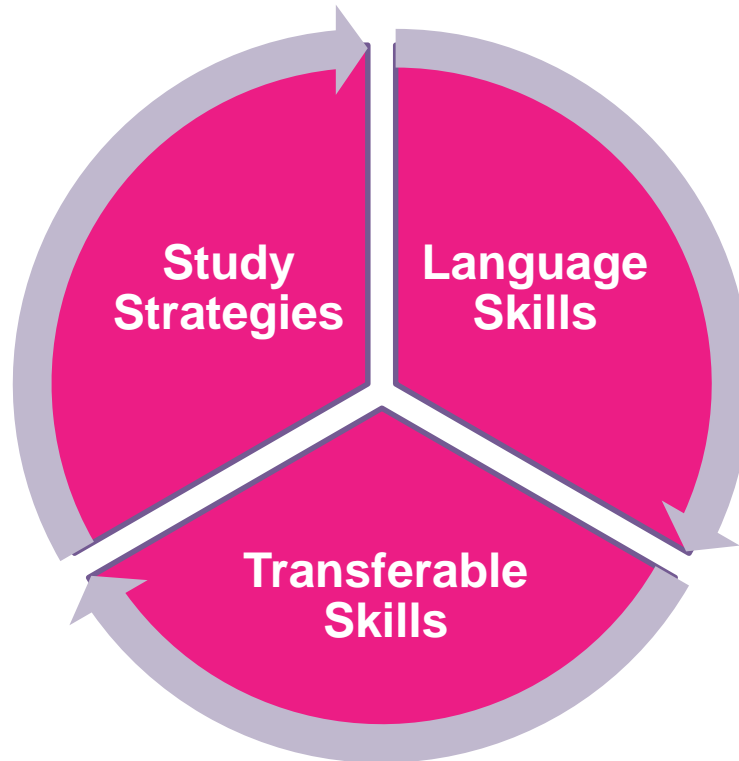- **Write** about, and compare, pictures, graphs/charts

When did you last do any of these?

…when would young learners?

…do they reflect 21st century skills?

TRINITY
COLLEGE LONDON

Trinity College London

In an **ideal world** a test would reflect….

…..placing the test taker at the **centre** of the test.

Background & origins
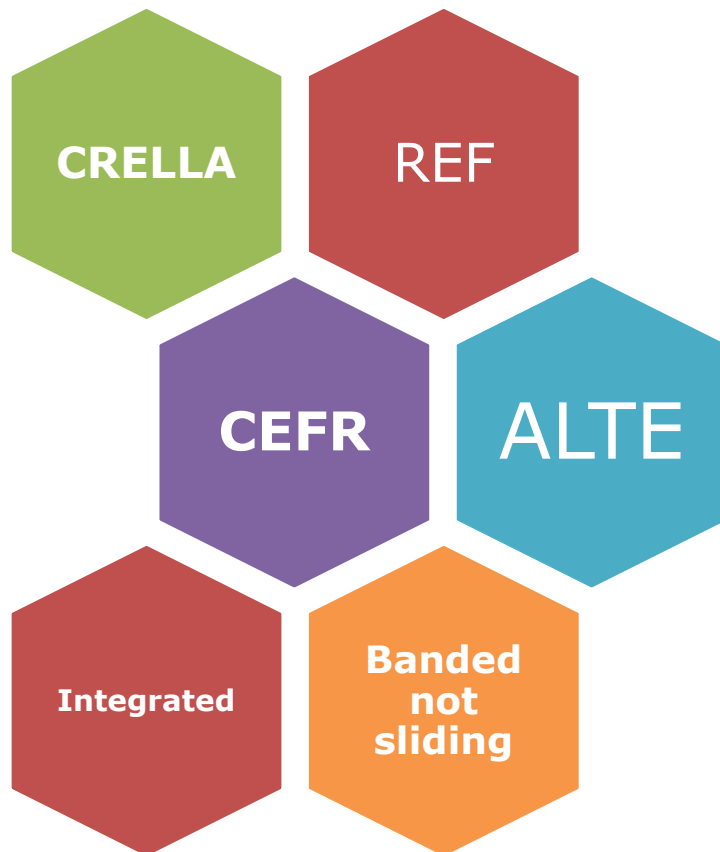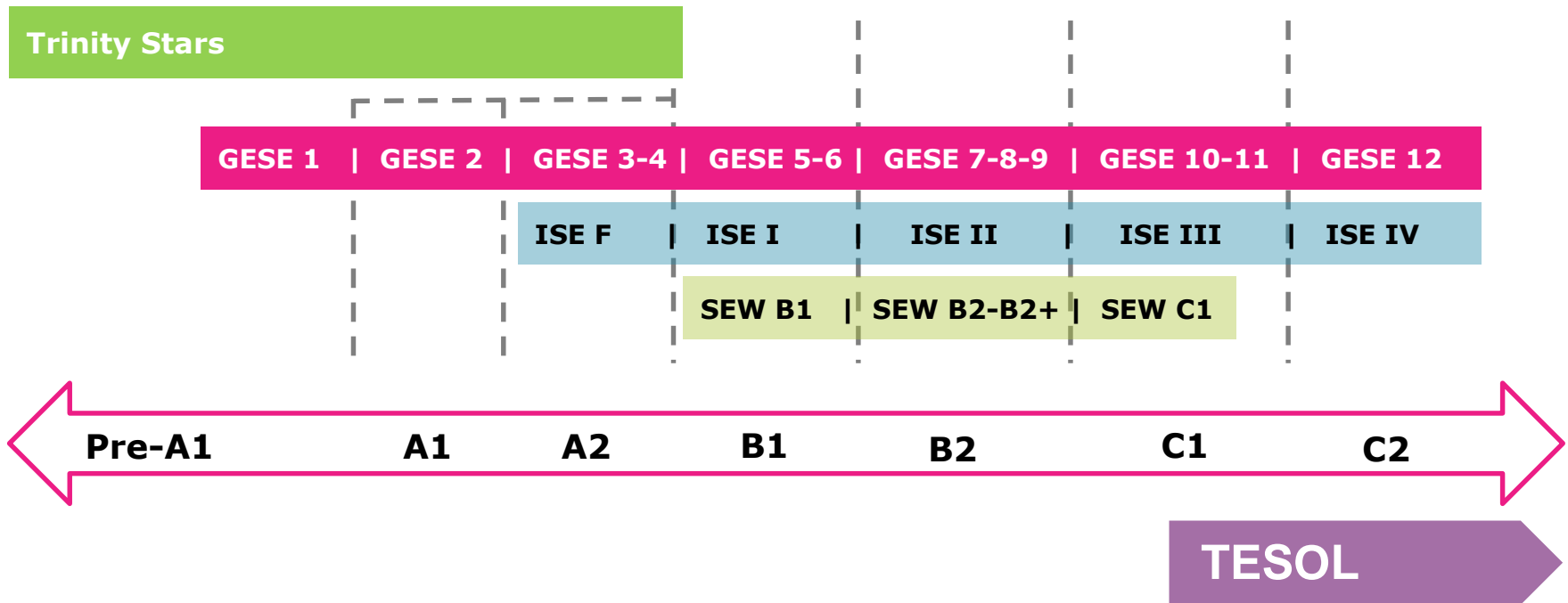
A Communicative Pathway

Trinity GESE
Graded Examinations in Spoken English

GESE Stage	GESE Grade	CEFR	How many minutes?
Advanced Stage	12	C2	25 minutes
	11	C1.2	
	10	C1.1	
Intermediate Stage	9	B2.3	15 minutes
	8	B2.2	
	7	B2.1	
Elementary Stage	6	B1.2	10 minutes
	5	B1.1	
	4	A2.2	
Initial Stage	3	A2.1	7 minutes
	2	A1	6 minutes
	1	A0	5 minutes

Trinity ISE
## Integrated Skills in English

Trinity ISE: Overview

The ISE

	ISE Foundation A2	ISE I B1	ISE II B2	ISE III C1
Reading & Writing	4 tasks with the same structure across all four levels: 2x Reading tasks, 1x Reading into writing task, 1x Writing task *2 hours*			
Speaking & Listening	2x Speaking tasks 2x Listening tasks 13 minutes	2x Speaking tasks 2x Listening task 18 minutes	3x Speaking tasks 1x Listening task 20 minutes	3x Speaking tasks 1x Listening task 25 minutes

TRINITY
COLLEGE LONDON

2 modules, 1 qualification
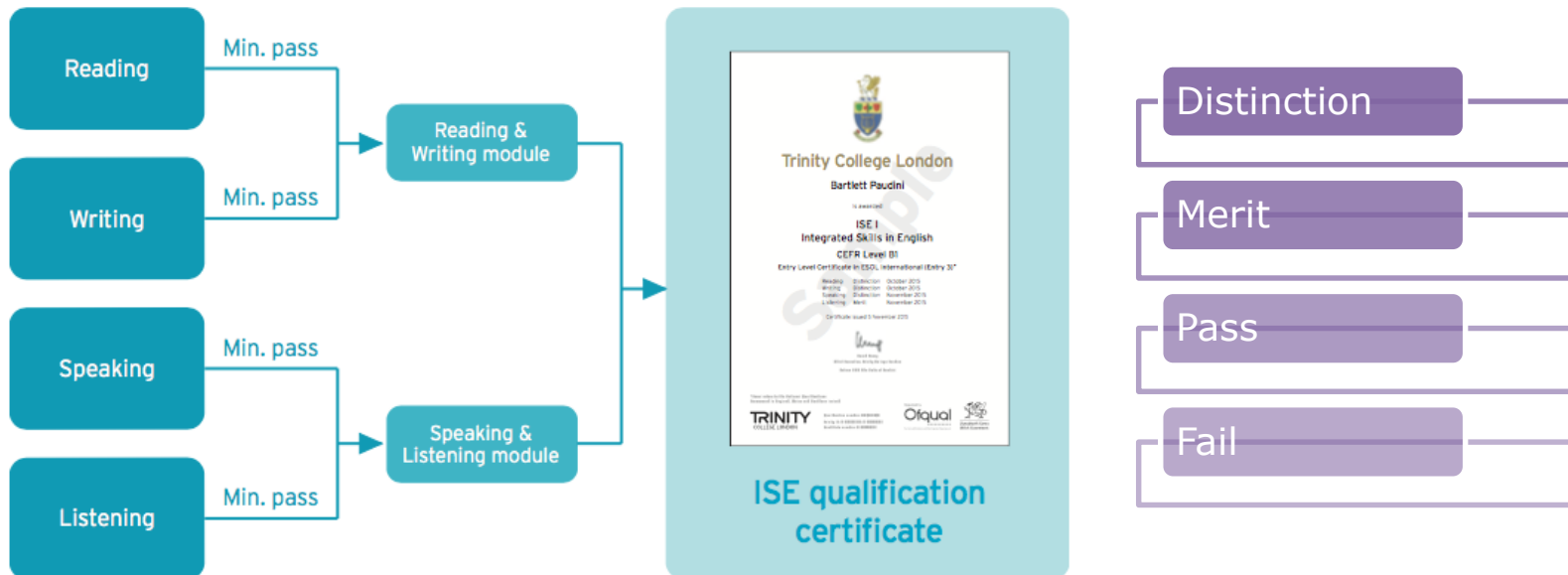
ISE Speaking & Listening

	ISE F	ISE I	ISE II	ISE III
CEFR level	A2	B1	B2	C1
Topic task	4 minutes	4 minutes	4 minutes	8 minutes
Collaborative task	-	-	4 minutes	4 minutes
Conversation task	2 minutes	2 minutes	2 minutes	3 minutes
Independent listening task/s	6 minutes	10 minutes	8 minutes	8 minutes

TRINITY
COLLEGE LONDON

Integrated Skills in English

Topic task	Candidate repares ANY topic for discussion with the examiner
Collaborative task	A prompt sets the scene for a test-taker led discussion
Conversation task	Examiner selects topic fromlist and starts a conversation
Independent listening task	Factual listening text(s); takes notes before reporting orally to the examiner*

TRINITY
COLLEGE LONDON

Trinity College London & ISE

When do you speak without listening?

When do you write without reading?

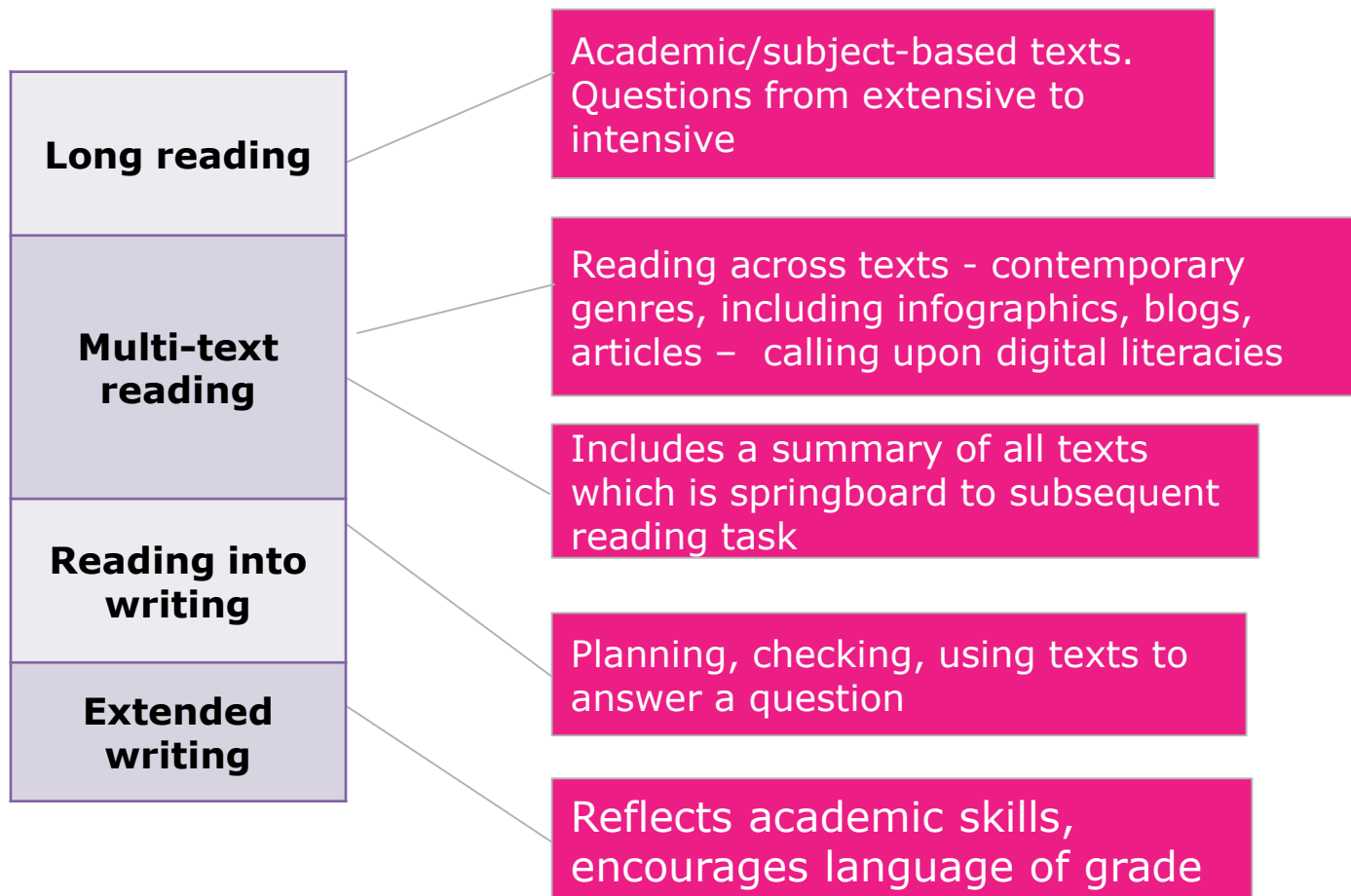Communicative competence requires assessment that **tests skill integration**.

TRINITY
COLLEGE LONDON

Trinity College London
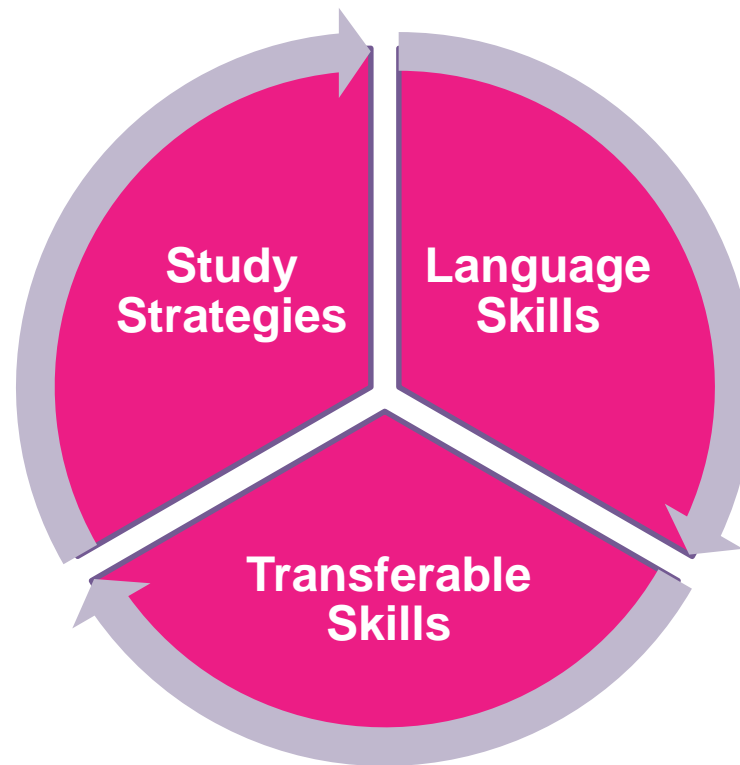## Reading & Writing module

ISE Reading & Writing

	ISE F	ISE I	ISE II	ISE III
Time	2 hours			
Task 1	Long reading 300 words 15 questions	Long reading 400 words 15 questions	Long reading 500 words 15 questions	Long reading 700 words 15 questions
Task 2	Multi-text reading 3 texts 300 words 15 questions	Multi-text reading 4 texts 400 words 15 questions	Multi-text reading 4 texts 500 words 15 questions	Multi-text reading 4 texts 700 words 15 questions
Task 3	Reading into writing 70-100 words	Reading into writing 100-130 words	Reading into writing 150-180 words	Reading into writing 200-230 words
Task 4	Extended writing 70-100 words	Extended writing 100-130 words	Extended writing 150-180 words	Extended writing 200-230 words

Integrated Skills in English

Long reading	Academic/subject-based texts. Questions from extensive to intensive
Multi-text reading	Reading across texts - contemporary genres, including infographics, blogs, articles – calling upon digital literacies
	Includes a summary of all texts which is springboard to subsequent reading task
Reading into writing	Planning, checking, using texts to answer a question
Extended writing	Reflects academic skills, encourages language of grade

TRINITY
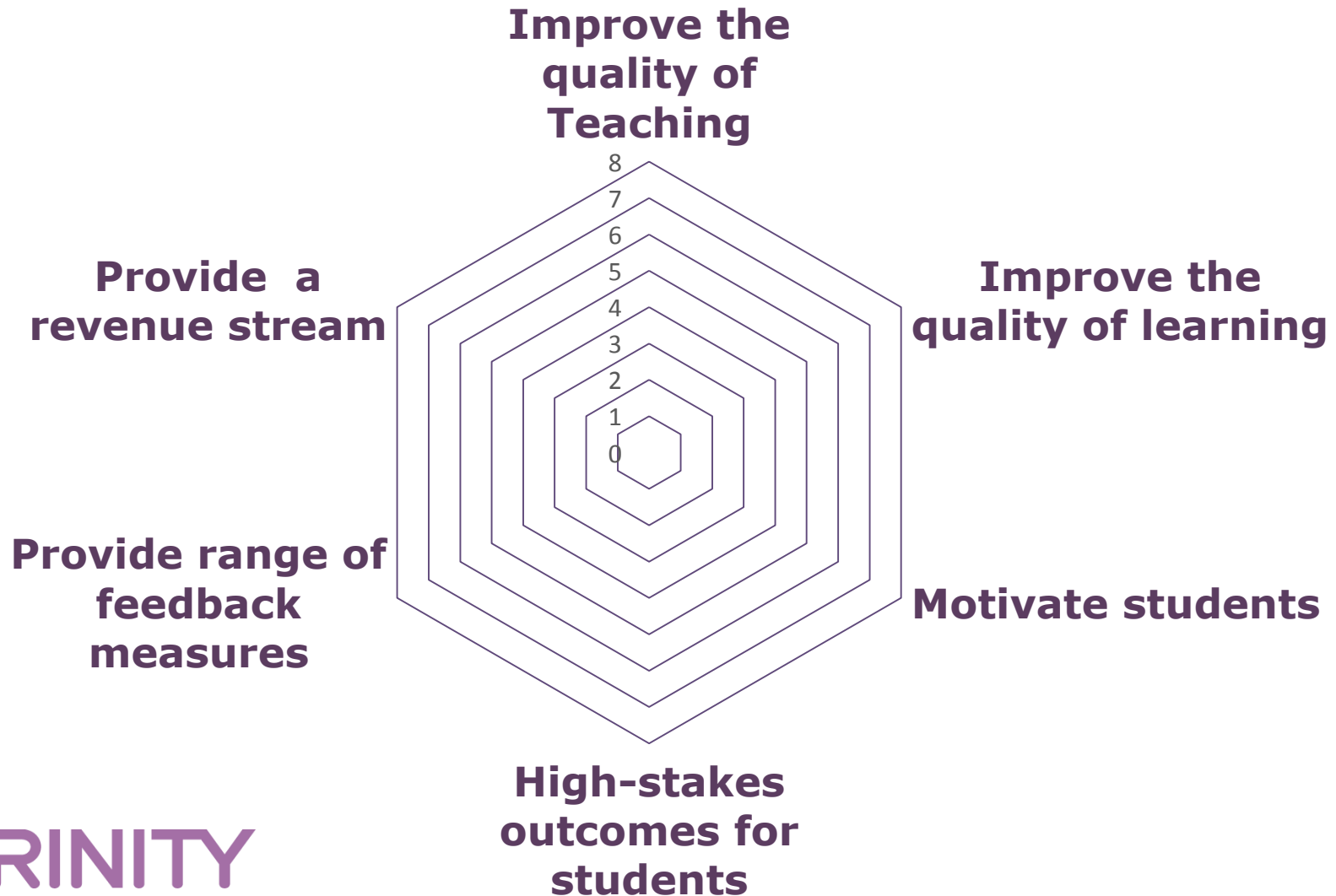COLLEGE LONDON

Trinity College London

In an **ideal world** a test would reflect....

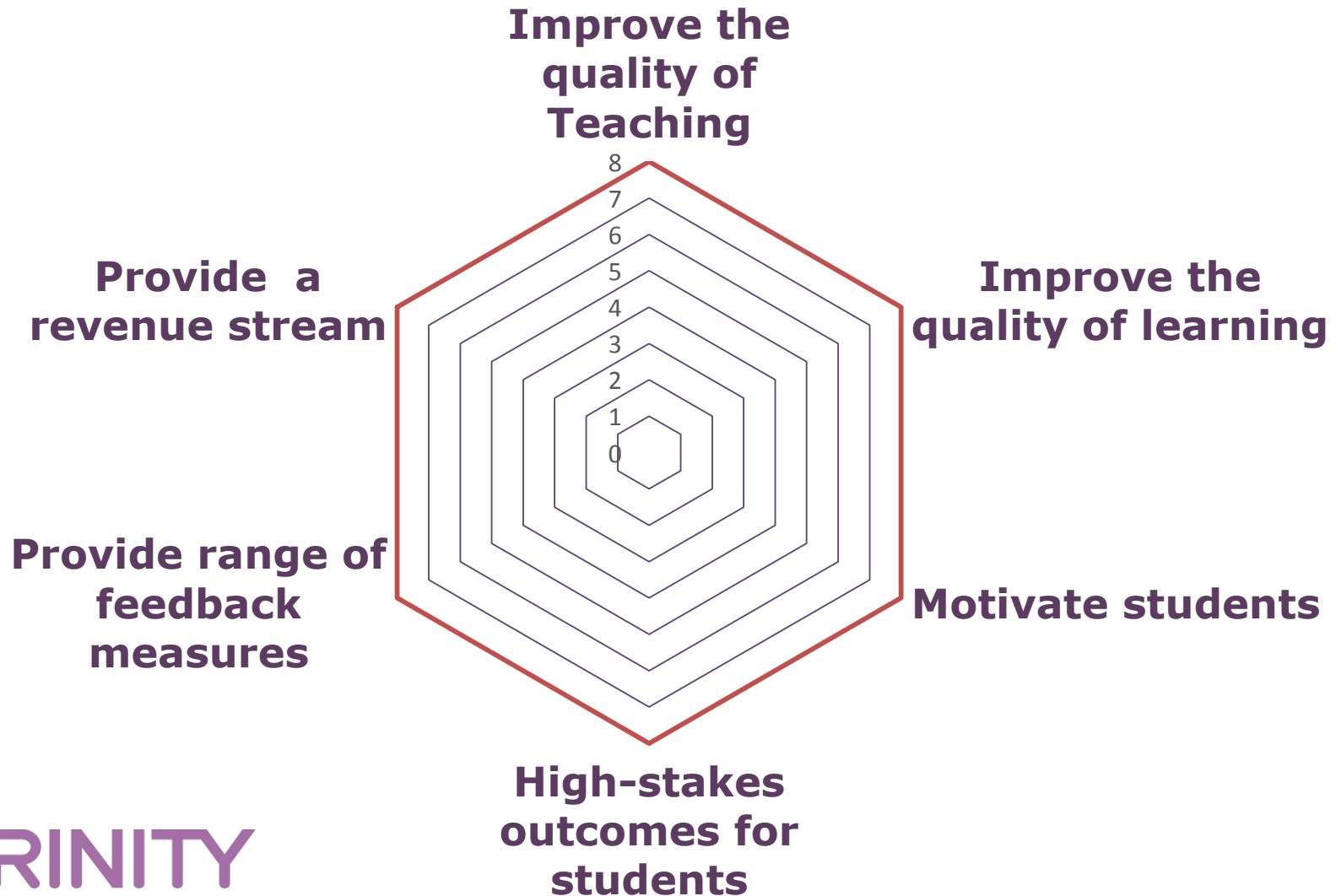
.....placing the test taker at the **centre** of the test.

The potential of assessment.
Summative assessment can…..

The potential of assessment.
Summative assessment can…..

Improve the quality of Teaching

Improve the quality of learning

Motivate students

High-stakes outcomes for students

Provide range of feedback measures

Provide a revenue stream

8
7
6
5
4
3
2
1
0

TRINITY
COLLEGE LONDON

Summary

- Potential of assessment – your thoughts
- Overview of Testing
- What do students need for success?
- Trinity – Our testing philosophy
- Introduction to ISE
- Potential of assessment
- Q&A

Any Questions?

The changing face of assessment

Alex Thorp
Academic Support Specialist

alex.thorp@trinitycollege.com

Trinity College London

English qualifications for real-world communication