

# Transforming Assessment Practice(s) in ELT

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English UK  
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# Content

1. Introduction / Overview of the topic
2. Ipsative assessment & feedback  
– a tool for continuous enrolment
3. Effective feedback
4. Review & suggested next steps

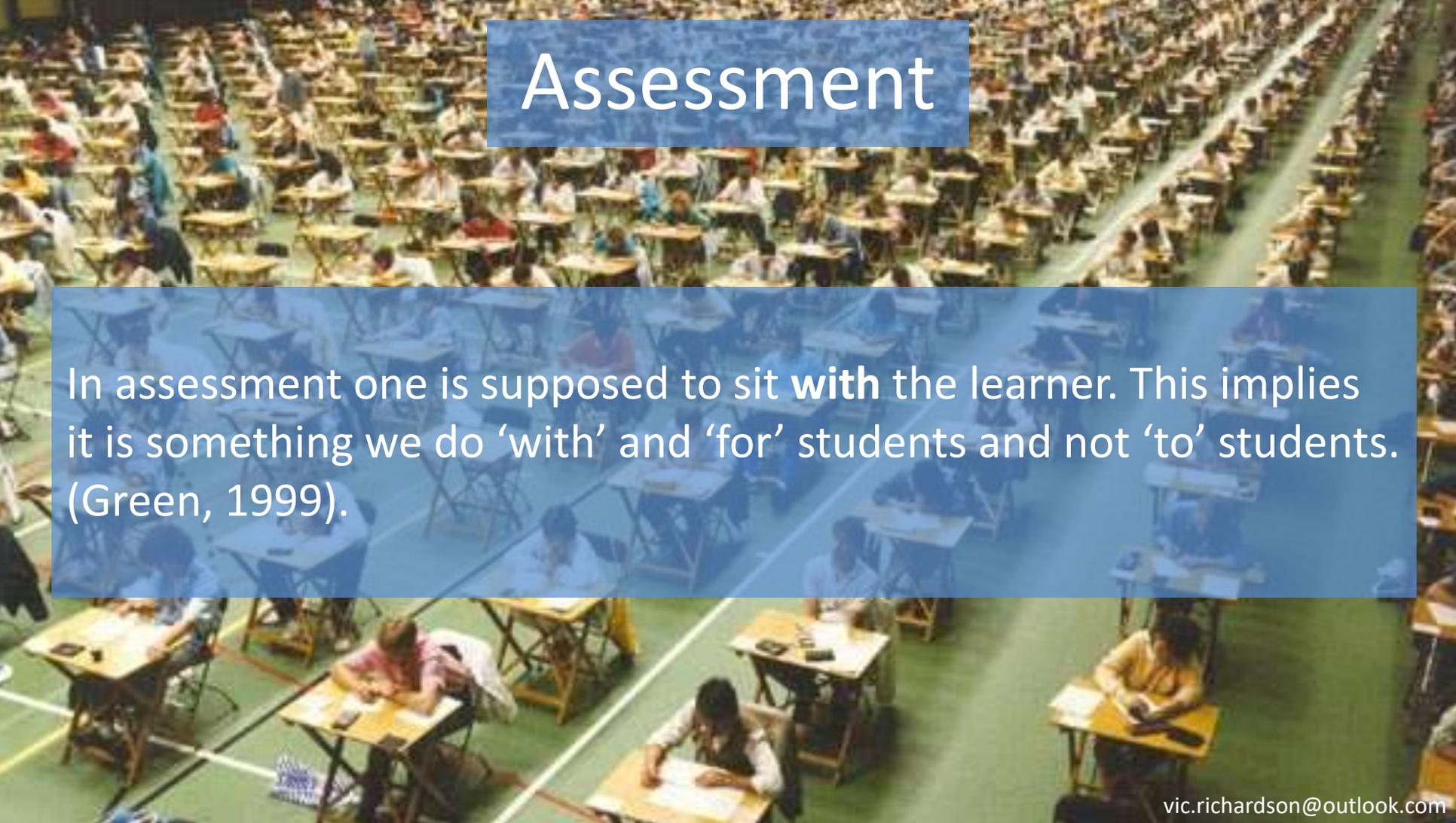


# Assessment



The word 'assess' comes from the Latin verb 'assidere' meaning 'to sit with'.

# Assessment

An aerial, high-angle photograph of a large classroom or lecture hall. The room is filled with rows of students sitting at individual desks, each with a small lamp. The students are mostly seen from the back, looking towards the front of the room. The desks are arranged in a grid pattern, and the floor is a light green color. The overall atmosphere is one of a busy, organized learning environment.

In assessment one is supposed to sit **with** the learner. This implies it is something we do 'with' and 'for' students and not 'to' students. (Green, 1999).

# Re-thinking assessment

- **Educative assessment** (Wiggins, 1998)
- **Teacher-based and school-based assessment** (Davidson & Leung, 2009)
- **Learning-oriented assessment** (Carless, 2007; Jones & Saviile, 2013)
- **Dynamic assessment** (Anton 2012)
- **Sustainable assessment** (Boud & Falchikov 2006)
- **Mastery learning** (Whiting et al 1995)

# Assessment literacy

Now, after a lengthy career, I am convinced that the single *most cost-effective way* to improve our nation's schools is to increase educators' assessment literacy.

*(W. James Popham, 2018)*

# Assessment literacy

## More than marking

It is assessment and feedback know-how about

- test and assignment design and /or
- marking tests and assignments fairly and accurately
- giving feedback and ensuring students make good use of that feedback
- interpreting the assessment and feedback to affect what is taught and how

(Hughes 2016)



ASSESSMENT  
OF LEARNING

### The dominant paradigm

Summative – an end point

“How well did I do?”

Tests, quizzes, reviews to measure fairly,  
accurately & demonstrate learning

FEEDBACK



ASSESSMENT  
FOR LEARNING

### The (not so) new paradigm

Formative – a starting point

“How well am I doing?”

Test quizzes reviews, success criteria  
to determine what next to improve learning

FEEDFORWARD



ASSESSMENT  
AS LEARNING

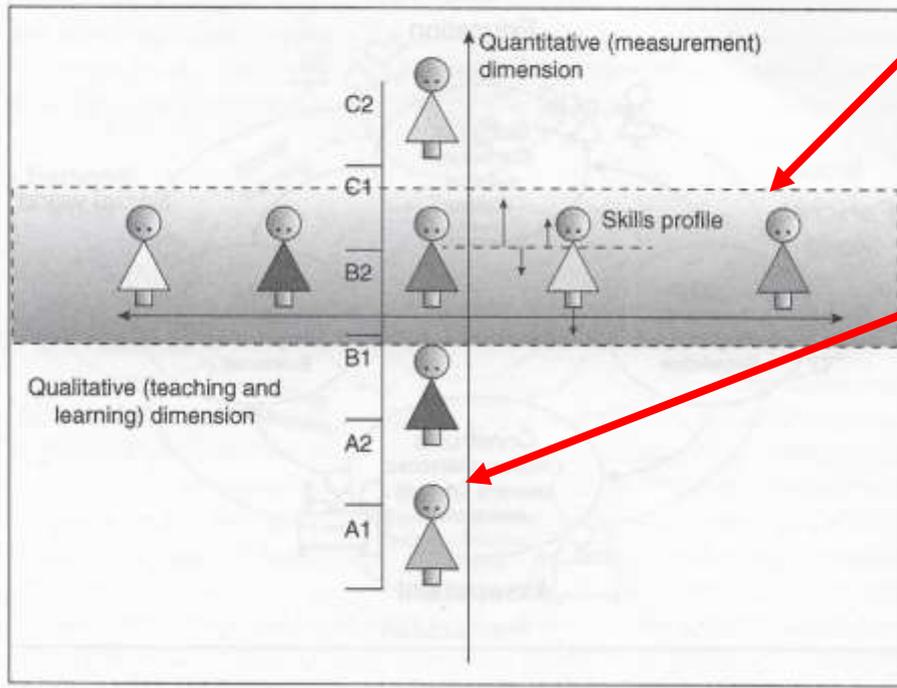
### A synthesis: summative & formative

Techniques & tools used to influence next steps  
become part of student learning process

FEEDBACK AND FEEDFORWARD

# Experience is a bald man's comb

Figure 1.1 A complementary relationship between large-scale and classroom assessment



The **horizontal dimension** depicts the qualitative differences addressing the question: *how can each learner be helped to progress?*

The **vertical, quantitative, dimension** is the primary domain of assessment experts, if only because the construction and interpretation of a scale of language proficiency is a highly technical issue.

(Jones & Saville, 2016)



Let technology do what technology is good at,  
and let teachers do what they are good at.

(??)

# Ipsative assessment & feedback

## Cycle dates

Students can scroll back and see progress cycle by cycle, also represented in graph below

## How am I doing overall?

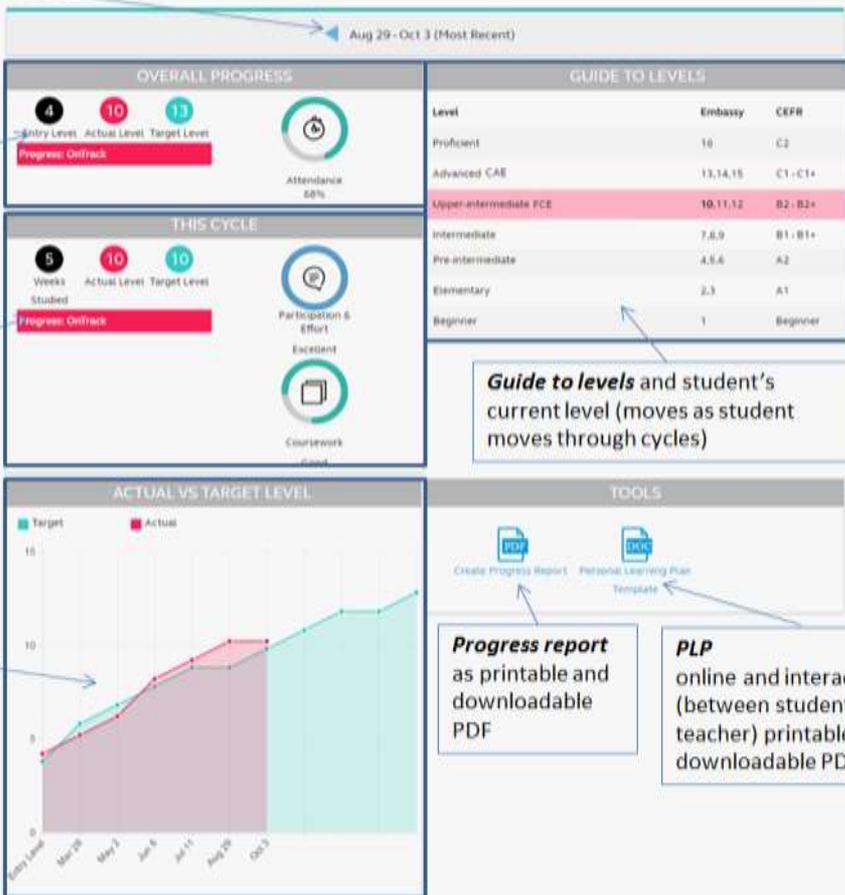
Overall progress to date: entry, current, target levels & whether onTrack to reach target

## How am I doing this month?

Current progress: actual level, target level for this cycle, number of weeks study in this cycle + in class participation & homework etc. completion

## My progress history

Visual representation of progress throughout course. Graph shows actual vs target levels at 5-weekly intervals, and actual shows whether on track, above or below target. Graph also shows targets to the end of the course



Guide to levels and student's current level (moves as student moves through cycles)

Progress report as printable and downloadable PDF

PLP online and interactive (between student & teacher) printable and downloadable PDF

# Ipsative assessment & feedback

Ipsative feedback compares **present** performance with **previous** performance. A personal best in athletics is ipsative. By contrast in much academic learning where assessment is made in relation to external attainment criteria or rubrics, credit is rarely given for how far the learner has advanced since the previous piece of work.

(Hughes 2001: 353)

# Ipsative assessment & feedback

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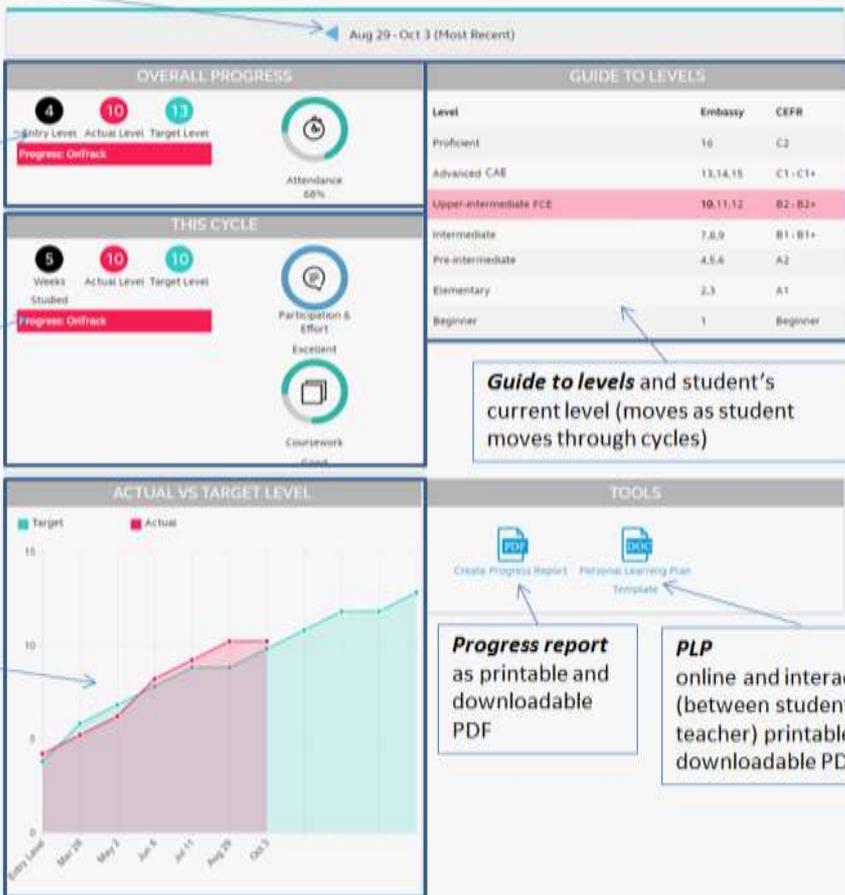
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# Personal Learning Plan – Structured Tutorials

My progress

My course

My English

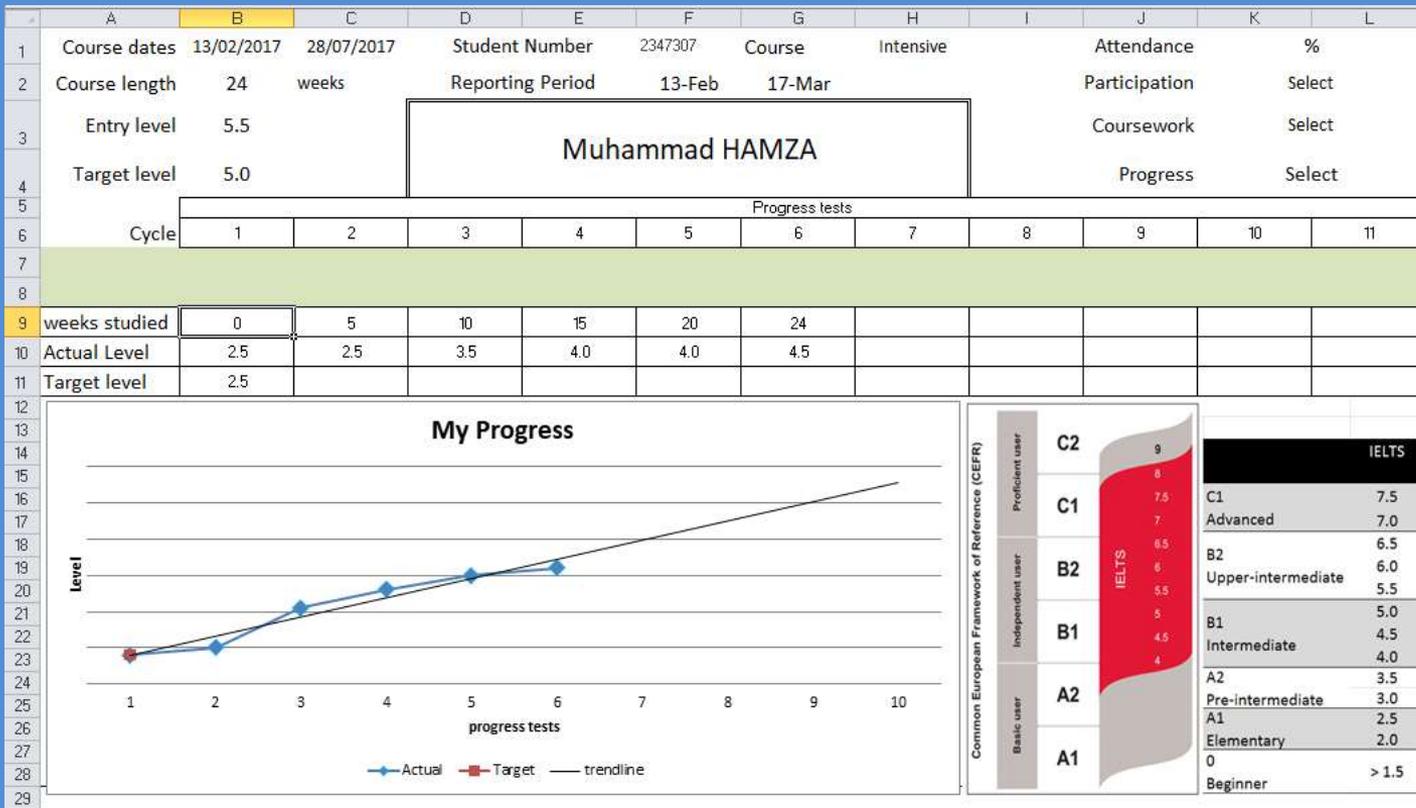
My last study plan

My new study plan

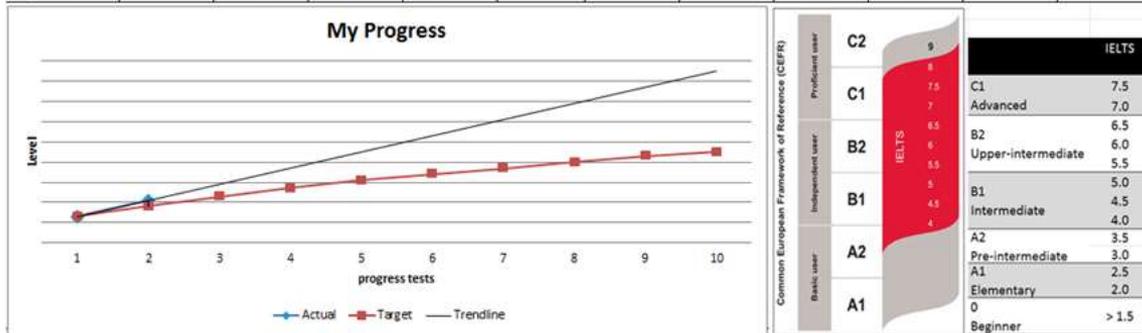
My learning Journal

The screenshot displays the 'Personalized Learning Plan' interface for user Ahmed Al Sharif. The interface includes a navigation bar with 'Home' and 'Personalized Learning Plan'. Below the user name, there is a date selector for 'Wed 11 Oct 10 02:46 AM'. A progress indicator shows '100%' completion. The main content area is divided into several sections: 'My Progress' with a checklist of tasks, 'My Course' with a table of subjects and their status, 'My English' with a checklist of learning objectives, 'My last study plan' with a date selector, 'My new study plan' with a list of subjects, and 'My learning Journal' with a 'View Diary' section.

Subject	Priority	Status
English	Priority	Working
Reading	Priority	Working
Writing	Priority	Working
Grammar	Priority	Working
Vocabulary	Priority	Working



Course length	44 weeks	Reporting Period	08-Aug	02-Sep	Participation	Meets expectations					
Entry level	3.0	<b>Abdulrahman Nasser A ALARAFI</b>			Coursework	Exceeds Expectations					
Target level	5.0				Progress	On Track					
Progress tests											
	1	2	3	4	5	6	7	8	9	10	11
weeks studied	0	5	10	15	20	25	30	35	40	44	
Actual Level	3.0	3.5									
Target level	3.0	3.5	4.0	4.0	4.5	4.5	5.0	5.0	5.5	5.5	



Skill	Entry level	current level	This month's target	Rate of progress	Student assessment	Teacher assessment
Speaking	3.5	3.5	3.5	onTrack	Meets Expectations	Meets Expectations
Listening	3.5	4.0	3.5	Above Target	Exceeds Expectations	Exceeds Expectations
Reading	2.5	3.0	3.5	Below Target	Meets Expectations	Meets Expectations
Writing	2.0	2.5	3.5	Below Target	Below Expectations	Below Expectations

Embassy English Student Dashboard Hello Ahmed Al Sharif

Embassy onTrack Home | Embassy onTrack

Aug 20 - Oct 3 (Most Recent)

**OVERALL PROGRESS**

4 (Target Level) 10 (Actual Level) 13 (Target Level)

Progress OnTrack

Attendance 88%

**THIS CYCLE**

5 (Target Level) 10 (Actual Level) 10 (Target Level)

Progress OnTrack

Participation & Effort

Attendance

Classwork

**ACTUAL VS TARGET LEVELS**

**GUIDE TO LEVELS**

Level Embassy CBSE

**Personalized Learning Plan**

Ahmed Al Sharif

Nov 7 - Dec 12 (Current)

4 (Target Level) 10 (Actual Level) 12 (Target Level)

Weeks Studied: 4 of 16

Progress OnTrack

Attendance 88%

Coursework

Participation & Effort

**My Goals**

- I am in the correct course and for correct level
- The course is meeting my needs
- The work is interesting and challenging
- I do my homework on time
- I follow the best ways to study at home
- I complete my study plan
- I am making good progress in my work

DO I ASSESS	I know	DO I ASSESS THEM
Listening	No rating	No rating
Speaking	No rating	No rating
Reading	No rating	No rating
Writing	No rating	No rating
Pronunciation	No rating	No rating
Grammar	No rating	No rating
Vocabulary	No rating	No rating

**My Study Plan**

- Listening and the IELTS listening
- Reading and articles from online newspapers in English each week
- Writing, always include a corrected written homework
- Writing Practice IELTS writing task 1
- Vocabulary, learn and use 20 new words every week

Study Plan for Dec 12 - Jan 16

**Study Skills**

- Speaking and Pronunciation
- Listening
- Reading
- Writing
- Grammar
- Vocabulary

My Weekly Learning Diary

**View Diary**

Next week

## Issues

- What makes an effective tutorial?
- What makes a good study plan?
- What is a good coach?

# Effective feedback

Level 1: feedback on task / performance

Level 2: feedback on(learning) process

Level 3: feedback on self-regulation



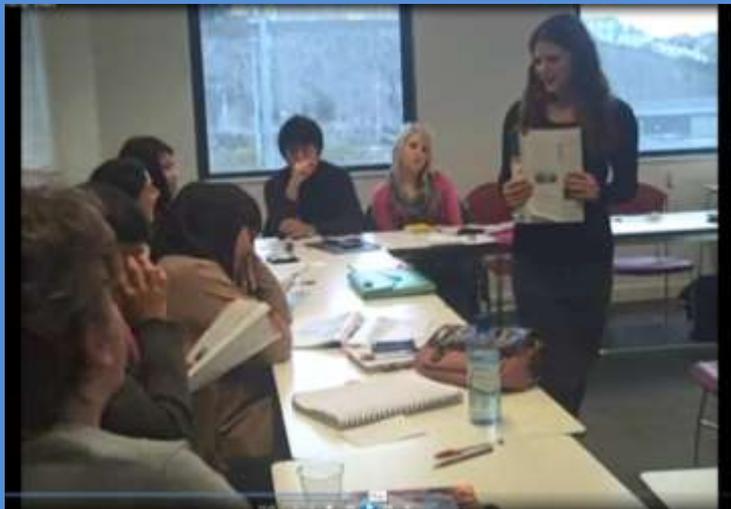
*'I don't understand this yet.'*



*'I think I understand, but could not explain it to someone else.'*



*'I understand this well and could explain it to a friend.'*



**1. Pose**



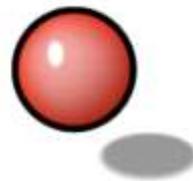
**2. Pause**



**3. Pounce**



**4. Bounce**



# Monitoring and feedback

## Gathering and using information

Expert teachers monitor students' learning by examining their responses to instruction to assess their current levels of understanding. Based on this monitoring, experts give students feedback: they offer them information about their understanding that guides them to higher levels of comprehension. Feedback, in this dimension of expertise, is more than positive reinforcement. It is information about understanding. While competent teachers interpret student responses, experts can detect when students are not understanding. They can diagnose students' interpretations and tailor the feedback they give to correct students' misunderstandings or to help them create new learning connections.

	<b>Monitoring engagement</b>	<b>Monitoring understanding</b>	<b>Providing feedback</b>
<b>Level 4</b>	consistently monitors students' engagement and redirects disengagement with strategies that promote re-engagement	regularly and accurately assesses students' understanding through careful observation, detailed analysis of their work, varied questions, and attentive listening to their comments	regularly offers feedback that corrects students' misunderstandings and guides students to higher levels of understanding
<b>Level 3</b>	generally monitors students' engagement with a focus on learning, encouraging students to get back on task	interprets students' understanding through observation of their work and listening to their comments	generally reports correct / incorrect responses to students and offers feedback that helps some students advance their learning
<b>Level 2</b>	monitors students' engagement with a focus on uniformity, maintains smooth-running classrooms with a primary emphasis on compliance	interprets students' misunderstandings only when they become obvious	limits feedback to the reporting of correct / incorrect responses
<b>Level 1</b>	monitors students' engagement haphazardly	often fails to recognize students' misunderstanding	provides inconsistent responses to students

# Effective feedback

Level 1: feedback on task / performance

Language Biography  
Language Portfolio  
Self-assessment Checklist

Level **B2**

Language:

Use this checklist to record what you think you can do in columns 1, and in column 2 record what you cannot do yet but feel *very* important for you. Look at this checklist at regular intervals to update what you can do and what your priorities are. Write the date of when you use the checklist in column 3.

If you have over 80% of the points ticked in column 1, you have probably reached Level **B2**.

Use the blank spaces to add any other things you can do, or things that are important for your language learning at this level.

Listening

- I can understand in detail what is said to me in standard spoken language even in a noisy environment.
- I can follow a lecture or talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.
- I can understand most radio documentaries, delivered in standard language and can identify the speaker's mood, tone, etc.
- I can understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.
- I can understand the main ideas, complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.
- I can use a variety of strategies to achieve comprehension, including listening for main points, checking comprehension by using contextual clues.

Reading

- I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests, or my job, and decide if a closer reading is worthwhile.
- I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view.
- I can understand in detail texts within my field of interest or the area of my academic or professional speciality.
- I can understand specialised articles outside my own field if I can occasionally check with a dictionary.
- I can read reviews dealing with the content and criticism of cultural topics (films, theatre, books, concerts) and summarise the main points.
- I can read letters on topics within my areas of academic or professional speciality or interest and grasp the most important points.
- I can quickly look through a manual (for example for a computer program) and find and understand the relevant explanations and help for a specific problem.
- I can understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot.

Spoken Interaction

- I can initiate, maintain and end discourse naturally with effective turn-taking.
- I can exchange considerable quantities of detailed factual information on matters within my fields of interest.
- I can convey degrees of emotion and highlight the personal significance of events and experiences.
- I can engage in extended conversation in a clearly participatory fashion on most general topics.
- I can account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments.
- I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.

1  
My objectives  
2  
3  
Date

Level **B2**

I can carry out a prepared interview, checking and confirming information, following up interesting replies.

Spoken Production

- I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.
- I can understand and summarise orally short extracts from news items, interviews or documentaries containing opinions, argument and discussion.
- I can understand and summarise orally the plot and sequence of events in an extract from a film or play.
- I can construct a chain of reasoned argument, linking my ideas logically.
- I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
- I can speculate about causes, consequences, hypothetical situations.

Strategies

- I can use standard phrases like "That's a difficult question to answer" to gain time, and keep the turn while formulating what to say.
- I can make a note of "favourite mistakes" and consciously monitor speech for them.
- I can generally correct slips and errors if I become conscious of them or if they have led to misunderstandings.

Language Quality

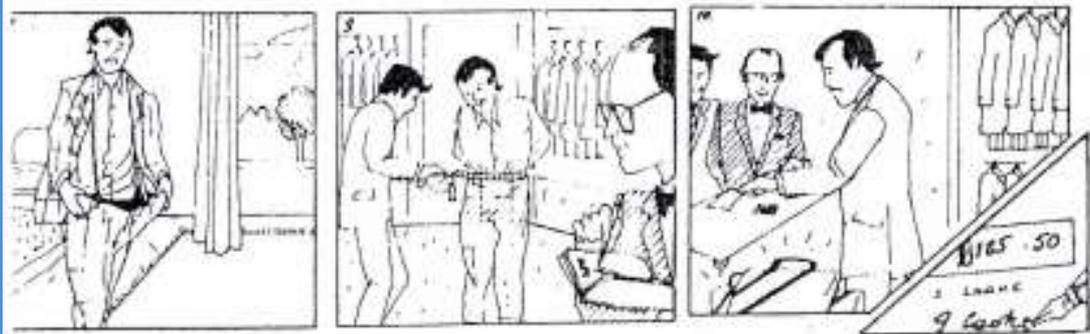
- I can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for patterns and expressions, there are few noticeably long pauses.
- I can pass on detailed information reliably.
- I have sufficient vocabulary to express myself on matters concerned to my field and on most general topics.
- I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.

Writing

- I can write clear and detailed texts (compositions, reports or texts of presentations) on various topics related to my field of interest.
- I can write summaries of articles on topics of general interest.
- I can summarise information from different sources and media.
- I can discuss a topic in a composition or "letter to the editor", giving reasons for or against a specific point of view.
- I can develop an argument systematically in a composition or report, emphasising decisive points, and including supporting details.
- I can write about events and real or fictional experiences in a detailed and easily readable way.
- I can write a short review of a film or a book.
- I can express in a personal letter different feelings and attitudes, and can report the news of the day making clear what - in my opinion - are the important aspects of an event.

Common Framework of Reference:

*I can relate a straightforward narrative reasonably fluently.*



One day Jim went to see his doctor because he was too fat and he felt bad. The Doctor said that he was very overweight so he had to do more exercise and go on a diet. Jim decided to go jogging, to eat healthier, to lifting weights and to go to the sauna. Three months later Jim went to .. went to .. his weight to see how many kilos he has .. had dropped. He was surprising because he was more thin so he couldn't wear his clothes again because now it was very big for him. He decided to go to the tailor for fix his clothes. He paid a lot for that but now he felt happier than before

# Level 1: Feedback on the task

- 90% of all feedback given
- Variable impact

## Negative

## Positive

Too much feedback

New information / input

Incomprehensible

General / generic

Unactionable

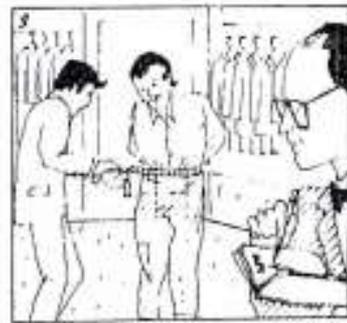
Mixed with praise

Sandwich ... the 'yes, but ...

# Effective feedback

Level 1: feedback on task / performance

Level 2: feedback on(learning) process



This is a story about Jim Cook, a man who is 50 years old. One Day Jim Cook felt so bad because he was overweight so he decided to go to the doctor. The doctor said that he had 10 kilos more so he needed to make something like go jogging, eat healthy, go to the gym, go to the sauna, etc. Jim Cook decide every day go jogging, eat only salad and food, go the gym, etc. Three months later Jim went to the scales and he realised that he lost 10 kilos but now he had another problem, now his clothes was so big for him so he decided to go to the tailor to fix the clothes. The tailor fix all the clothes and after this he could use all the clothes and in the end was so happy for him.

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## Level 2: Feedback on the process

- **Feedback as an end point vs. feedback as a starting point**
  - One-way feedback from teacher to student
  - Two-way teacher and student
    - The old paradigm: transmission
    - The new paradigm: dialogue
- **They can't improve if they don't know what good looks like**
  - Share marking criteria aka success criteria with them or better co-construct it with them



# Effective feedback

Level 1: feedback on task / performance

Level 2: feedback on(learning) process

Level 3: feedback on self-regulation

# Level 3: Feedback on self-regulation

## A self-regulating student

- is a pro-active recipient (Winstone, 2018)
- an intentional learner who actively looks for advice & direction to improve their learning (Black, 2006)
- has a feel for the learning game. (Bourdieu, 1990)



# Teaching methodology - Common practice?

1. Teach use of past tenses and vocabulary related to the picture story used to provide context for the grammar
2. Check students' understanding of the tenses and vocabulary using CCQs, student volunteers answer the questions
3. Set task: tell/write the story using the pictures as a guide
4. Monitor and help individual students
5. Collect audio recording / written story, mark and grade it
6. Give it back to students with scores, discuss strengths and weaknesses with class

Adapted from Petty

[vic.richardson@outlook.com](mailto:vic.richardson@outlook.com)

# Un-common practice?

1. Ask class to tell the story, list outline on board
2. Have students evaluate exemplars produced by last term's students – some good, poor and middling. Agree criteria for a good story with class
3. Set task tell/write the story using the pictures as a guide
4. Monitor and refer students to criteria and use criteria to help individuals
5. Students to check their finished story against criteria
6. Teacher review how to give peer advice 'what could be said? vs. what should be said?' and find the positive and then have stories peer reviewed in groups.
7. Peers write feedback comments and return it to its owner, who reflects on how well they had done, what they needed to do next.

## Assessment *OF* learning

- Input driven – the teacher knows what the outcome is and what success looks like
- Language: input > practice > assessment > move on ... or  
Task: preparation > performance > evaluation > move on
- Linear
- Fosters teacher dependency
- Learning is about ability and 'cleverness'.
  - Good (language) learners are born, Those that can, do. Those ...

## Assessment *FOR* learning

- Outcome driven - students are clear what the outcome is and what success looks like
- Competency: what can I already do  
> what do I want to be able to do?  
> How do I narrow the gap?  
> what are my next steps?
- Virtuous circle
- Fosters self-regulation
- Learning is about effort and 'willingness' not ability & cleverness.
  - Weaker students benefit most from AfL

# Transforming Assessment Practice(s) in ELT



# Review

- Assessment literacy, assessment *of*, ~ *for* & ~*as* learning,
  - Teaching & learning, assessment and feedback
- As regards transforming your practice
- Ipsative assessment & feedback
  - A tool for continuous enrolment – tracking student progress individually, and comparing progress with previous attempts
  - Individualisation, a course within a course
  - Competences & learning plans
- Moving from assessment *of* to assessment *for learning* and the paradigm shift to assessment *as* learning
- New paradigm for feedback: transmission giving way to dialogic feedback
  - Different levels of feedback: task, process, self-regulation
- Transforming role of student to pro-active recipient
  - Methodology straightforward but challenges re intentional learners
- Moving from linear input driven vs. circular outcome driven methodology

# Next steps?

## Starting out

Review your notes:

- Where are you now?
- Where would you like to be?
- How do you narrow the gap?
  - Action-oriented & achievable
  - KIS(S)

## How do we get more insight?

- Reading list
- Experiment in class
- Enlist the teaching team. Make it part of CPD: self-monitoring, peer observation, learning walks (see grid)
- Attend (English UK) workshops, join communities of practice

<u>Inside the black box</u>	Black & Wiliam		1998
<u>The Power of Feedback</u>	Hattie & Timperley		2007
<u>Assessment for learning: 10 principles</u>	Assessment Reform Group		2002
<u>10 principles of effective pedagogy</u>	Teaching & learning Research Programme		2007
<u>Formative assessment and self-regulated learning: A model and seven principles of good feedback practice.</u>	Nicol & Macfarlane-Dick		2006
Tool kits			
<u>EAT Framework</u>	Evans		2016, 2018
<u>DEFT</u>	Winstone & Nash		2016
Visible Learning Feedback	Hattie & Clarke	Routledge	2019
Learning oriented Assessment	Jones & Saville	CUP	2016
Teaching Today – A Practical Guide	Petty	Nelson Thorne	2014

# Questions?

Ask me now

&/or

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