



MODERN SYSTEMS OF ASSESSMENT IN ELT



Starkova D.A. 2017



PLAN of the lecture

- 1) Definitions of the main terms
- 2) Problems of assessment
- 3) Approaches to assessment of skills
- 4) Forms of assessment
- 5) Types of criteria
- 6) Authentic assessment



ASSESSMENT (definitions)

Give your definition!

- a process in which you make a judgment about a person or situation
- calculation of the cost or value of something
- measurement of personal abilities or process/ product quality and success

PROBLEMS OF ASSESSMENT

When should assessment take place?

It should be a continuous process throughout the course at regular intervals each time providing feedback



Who should assess?

- the teacher



or

- students



How should assessment be done?

- **constructively**
- **reliably**
- **openly**
- **validly**
- **giving accurate results**
- **economically**



Approaches to testing

DIRECT

vs

■ INDIRECT

■ OBJECTIVE

vs

■ SUBJECTIVE

■ DISCRETE

vs

■ INTEGRATIVE

■ COMPETENCE

vs

■ PERFORMANCE

■ SUMMATIVE

vs

■ FORMATIVE

■ NORM-REFERENCE

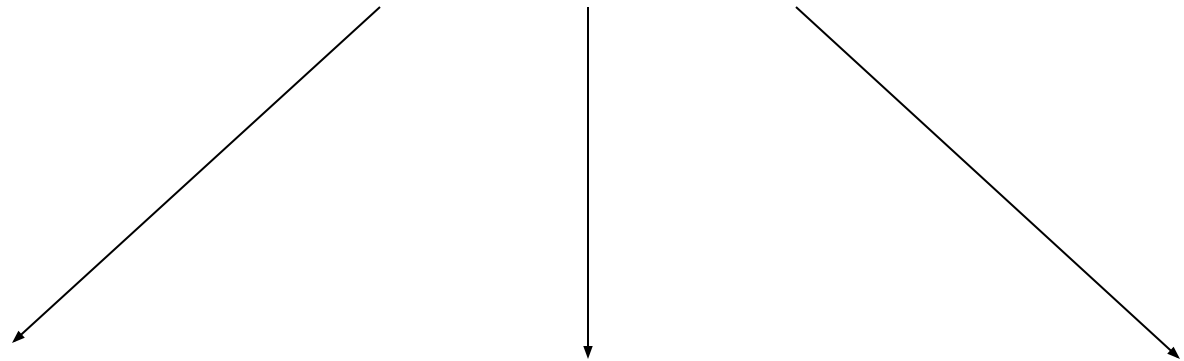
■ CRITERIA-REFER

D vs

ENCED



Kinds of assessment



FORMAL

INFORMAL

SELF-ASSESSMENT



A vertical strip of four images on the left side of the slide. From top to bottom: a blue clock with white numbers on a blue background; a red clock with black numbers on a red background; a green book with white pages on a green background; and a blue book with white pages on a blue background.

FORMAL ASSESSMENT

**official procedure done
under conditions
necessary for the
individual to perform a
certain skill**



TEST

**Procedure of examining
knowledge or ability**



Method of formal assessment



**Instrument of getting clear
information about a degree of
knowledge acquisition and
skills development of an
individual**



Principals of Testing

- Validity
- Reliability
- Practicality



Kinds of Tests

- Proficiency
- Achievement
- Diagnostic
- Placement





Matching activity

1. End of year exam	a) Proficiency test
2. You have just covered a certain section of the syllabus. You want to know how well your students have mastered it	b) Placement test
3. You want to split your students into homogeneous groups	c) Diagnostic test
4. You have just started teaching a new group of students. You want to get information about their problem areas to choose remedial work	d) Achievement test (final)
5. TOEFL and Cambridge examinations	e) Achievement test (progress)
6. Olympiad in English	?




Testing techniques

- Multiple choice
- True/False
- Yes/No
- Open-ended questions
- Cloze tests
- Paraphrasing (Synonyms/Antonyms)
- Matching
- Summarizing
- Précis
- Information Transfer
- Transformation
- Completing
- Gap-filling
- Dictation
- Note Taking
- Free Interview
- Role-Play
- Simulation
- Essay
- Oral Presentation
- Translation
- Ranking/Ordering
- Jigsaw
- Correction

Уровень	Описание	% соотношение словарного запаса к эквиваленту уровню	% соотношение словарного запаса к уровню C2
CEFR (Common European Framework of Reference) A1 Breakthrough level Уровень выживания ALTE (The Association of Language Testers in Europe) Beginner	Понимаю и могу употребить в речи знакомые фразы и выражения, необходимые для выполнения конкретных задач. Могу представиться/ представить других, задавать/ отвечать на вопросы о месте жительства, знакомых, имуществе. Могу участвовать в несложном разговоре, если собеседник говорит медленно и отчетливо и готов оказать помощь.	50 %	12 %
A2 Waystage Предпороговый уровень	Понимаю отдельные предложения и часто встречающиеся выражения связанные с основными сферами жизни (например, основные сведения о себе и членах своей семьи, покупках, устройстве на работу и т.д.). Могу выполнять простые действия с	50 %	24 %

<p>-</p> <p>Intermediate</p> <p>ГИА (9 класс)</p>	<p>впечатления, события, надежды, стремления, изложить и обосновать свое мнение и планы на будущее.</p>		
<p>B2</p> <p>Vantage</p> <p>Пороговый продвинутый уровень</p> <p>Upper-intermediate</p> <p>ЕГЭ (11 класс)</p>	<p>Понимаю общее содержание сложных текстов на абстрактные и конкретные темы, в том числе узкоспециальные тексты. Говорю достаточно быстро и спонтанно, чтобы постоянно общаться с носителями языка без особых затруднений для любой из сторон. Я умею делать четкие, подробные сообщения на различные темы и изложить свой взгляд на основную проблему, показать преимущество и недостатки разных мнений.</p>	<p>81 %</p>	<p>72 %</p>
<p>C1</p> <p>Effective proficiency</p> <p>Уровень профессионального владения</p> <p>Advanced</p>	<p>Понимаю объемные сложные тексты на различную тематику, распознаю скрытое значение. Говорю спонтанно в быстром темпе, не испытывая затруднений с подбором слов и выражений. Гибко и эффективно использую язык для общения в научной и профессиональной деятельности. Могу создать точное, детальное, хорошо выстроенное сообщение на сложные темы, демонстрируя владение моделями</p>	<p>89 %</p>	<p>89 %</p>



Correlation between British evaluation system and CEFR

CEFR levels	ALTE levels
C2 (Mastery)	Level 5 Very Advanced
C1 (Effective proficiency)	Level 4 Advanced
B2 (Vantage)	Level 3 Upper-intermediate
B1 (Threshold)	Level 2 Lower Intermediate - Pre-intermediate - Intermediate
A2 (Waystage)	Level 1 Elementary
A1 (Breakthrough level)	Level 0 Beginner



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INFORMAL ASSESSMENT

**system of observation and
collection of data about
students' performance
under normal classroom
conditions**

LINGUISTIC AND NON-LINGUISTIC FACTORS

LINGUISTIC:


- 📌 grammar/lexical competence
- 📌 individual work in language learning
- 📌 classroom language
- 📌 communicative activities
- 📌 communication in projects
- 📌 ...

NON-LINGUISTIC:



- 📌 students' attitudes
- 📌 students' efforts
- 📌 ability and desire to cooperate
- 📌 presentation skills
- 📌 accuracy and responsibility
- 📌 fulfillment of hometasks
- 📌 ...



Instruments of informal assessment



Name of a student	Behaviour in the classroom		
	Class 1	Class 2	Class 3
Ann	Active, cooperative, helpful	...	
Bill	Disobedient, never listens to others		



Instruments of informal assessment



Nominations



Excellent writer

His/her pieces of writing are always comprehensible, linguistically accurate, well organized

Good writer

1 criteria out of the mentioned above is missing



Modest writer

...

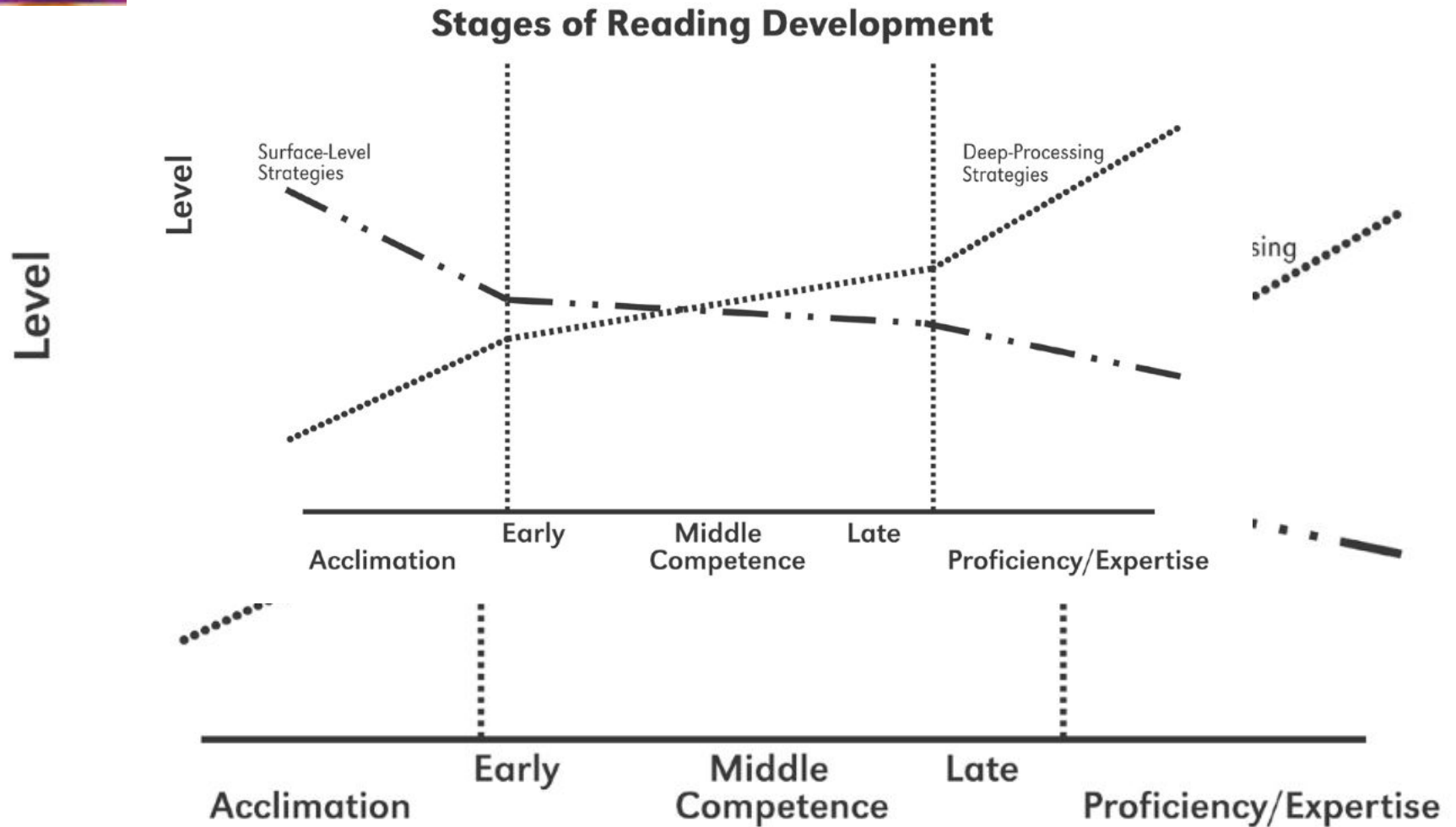
Poor writer

Instruments of informal assessment

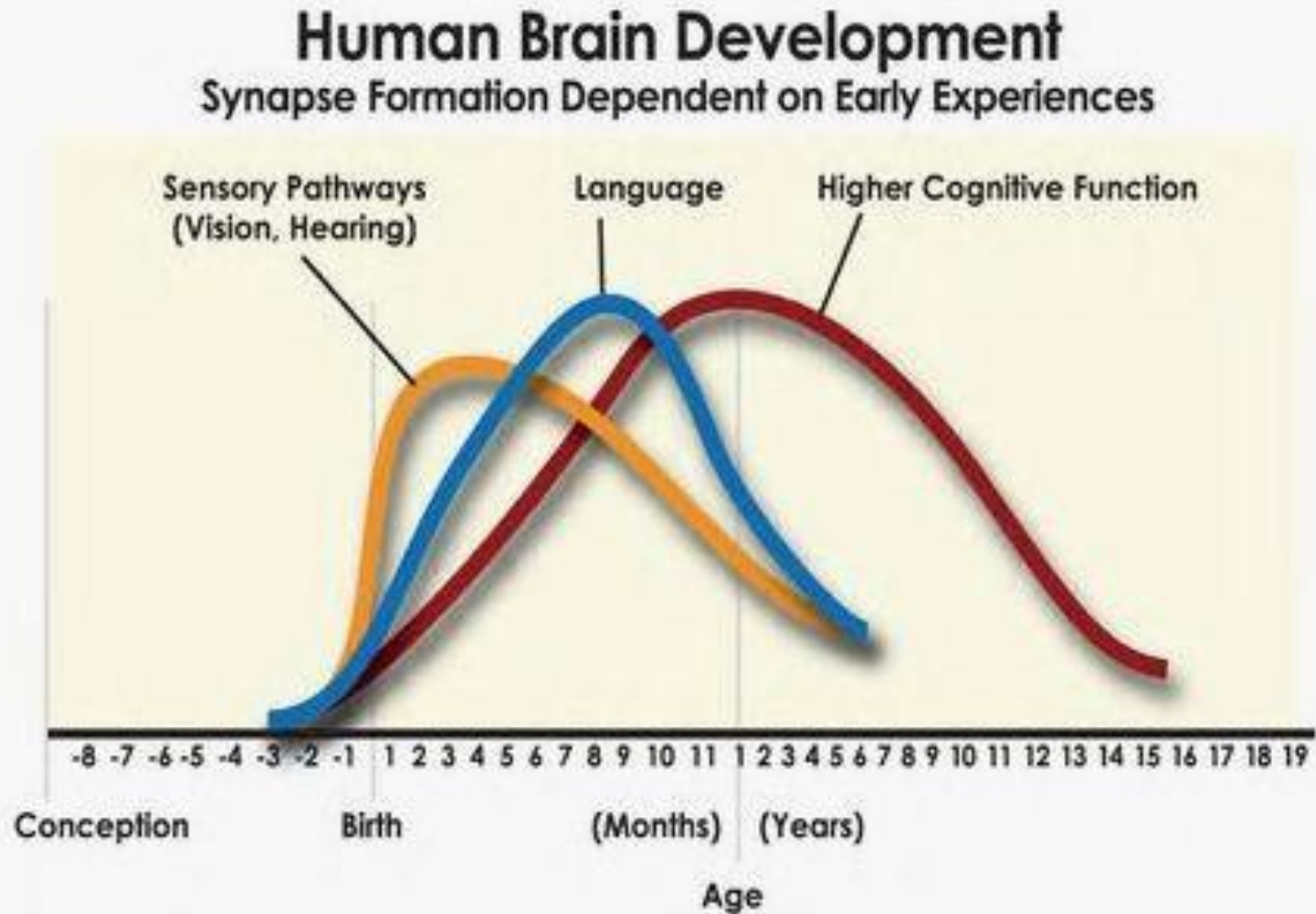
Excellent listener	Can understand complex messages Can understand different oral presentations Can distinguish between explicit and implicit information
Good listener	...
Modest listener	
Poor listener	



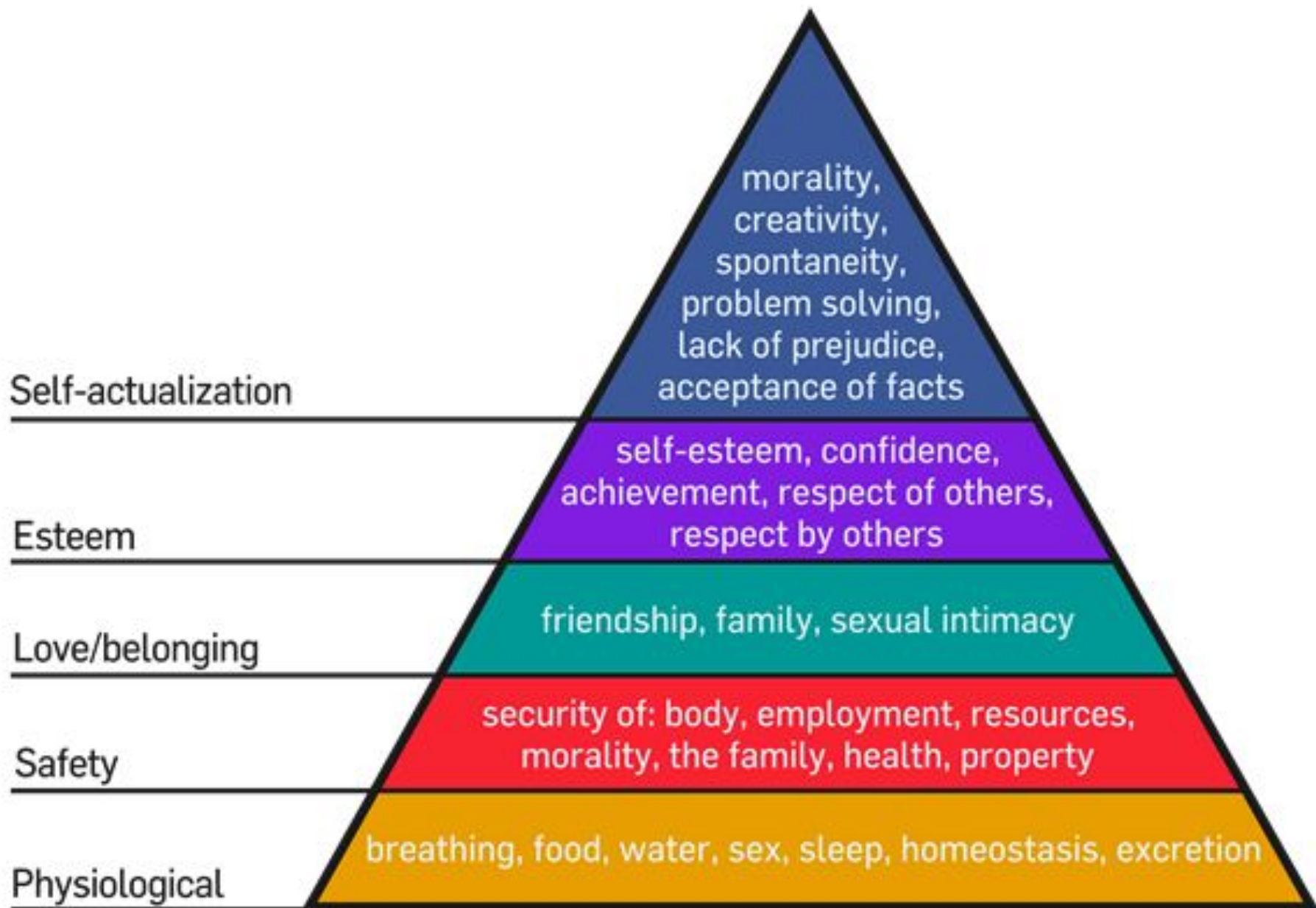
Visuals

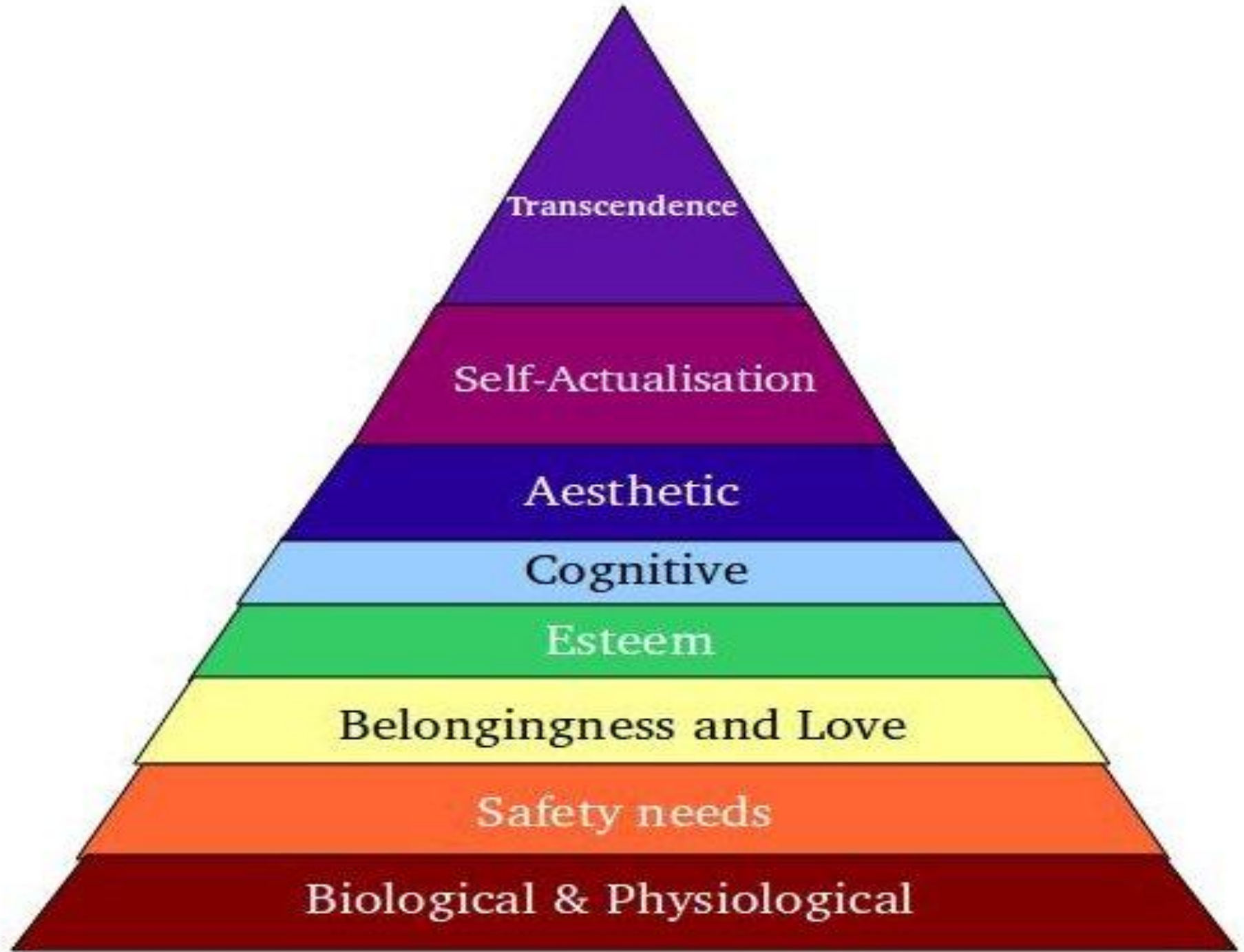


Diagrams



Source: Nelson (2000)





Transcendence

Self-Actualisation

Aesthetic

Cognitive

Esteem

Belongingness and Love

Safety needs

Biological & Physiological

Kohlberg's Moral Stages

Level and Age	Stage	What determines right and wrong?
Preconventional: Up to the Age of 9	Punishment & Obedience	Right and wrong defined by what they get punished for. If you get told off for stealing then obviously stealing is wrong.
	Instrumental - Relativist	Similar, but right and wrong is now determined by what we are rewarded for, and by doing what others want. Any concern for others is motivated by selfishness.
Conventional: Most adolescents and adults	Interpersonal concordance	Being good is whatever pleases others. The child adopts a conformist attitude to morality. Right and wrong are determined by the majority
	Law and order	Being good now means doing your duty to society. To this end we obey laws without question and show a respect for authority. Most adults do not progress past this stage.
Postconventional: 1 0 to 15% of the over 20s.	Social contract	Right and wrong now determined by personal values, although these can be over-ridden by democratically agreed laws. When laws infringe our own sense of justice we can choose to ignore them.
	Universal ethical principle	We now live in accordance with deeply held moral principles which are seen as more important than the laws of the land.

SELF-ASSESSMENT

**measurement by students
themselves their own
performance and progress
in learning**



Self-assessment techniques

(M. Harris and P. McCann)

Description (profiles, diaries, counseling sessions)

Rating (rating scales, general rating, graphs, adjectives)

Monitoring (self-editing, correction codes, taping, grading, self-testing and checking)

Questionnaires (listing, ranking preferences, ranking problems, multiple-choice questions, agreeing/disagreeing, can/cannot questions, short answer questions)

Surveys (group surveys, class surveys)



I Understand



I Got It!

I understand everything.



I Mostly Get It.

I understand most of it,
but not all of it.



I Sort of Get It.

I am still a little confused.



I Don't Get It.

I don't understand at all
and I am very confused.



SWIMMING TO SUCCESS

I don't understand
I need more help on this

I'm almost there. I might
need a bit of extra help or
practice.

I can do this! I'm
ready to move on.



there

go

DATE: 28-8-17
DAY: Monday

Rev of addition

$$\begin{array}{r} 3 + \\ 5 \\ \hline \end{array}$$

Janavi
Nithya Sr.

NO. ON ROLL : 12
NO. PRESENT : 11
NO. ABSENT : 1

my

some

you

so

your

they

HOME ASSIGNMENT

Lit

Rev of
articles

a, an, the

Pg 71

Num

Rev of
addition

UTW

Means of
transport

Activity

Floor activity



PEARSON DigiClass

A REAL LIFE
LEARNING EXPERIENCE
AWAITS YOU.



HOW DO I FEEL RIGHT NOW?



Aggressive



Angry



Anxious



Ashamed



Bashful



Bored



Cautious



Confident



Confused



Curious



Depressed



Determined



Disappointed



Disbelieving



Disgusted



Ecstatic



Embarrassed



Enraged



Envious



Exasperated



Exhausted



Frightened



Frustrated



Grieved



Guilty



Happy



Hopeful



Hurt



#BESTYEAREVER



LEARNING GOAL

We are learning to make an inference by combining evidence from the text with our schema.

SUCCESS CRITERIA

- ☒ I can use evidence from the text.
- ☒ I can use clues from the illustrations.
- ☒ I can use my schema.
- ☒ I can combine the evidence with my schema to make an inference.
- ☒ I can explain what evidence I used to help me make my inference.
- ☒ I can use proper language in my responses (I infer...)



Self-evaluation grid

	😊	😐	😞
Knowledge of the specific topic			
Understanding of the text in LS			
Understand of the overall message and find specific information			
Surfing the net			
Understand the teachers and the classmates during lesson			
Follow the instructions for the task			
Understand the new words related to the topic			
Improve learning skills			
Collaboration in a team work			
Interaction with the class/teachers			
Speech/communication			





Agile Self-assessment Game

Business Agility Expansion Pack

A new card game for teams and organizations to self-assess how agile they are and increase their agility

by Ben Linders

Анкетирование студентов по поводу командной работы над проектом

Анкета № 1

Role Effectiveness Profile

(выявление степени индивидуальной эффективности работы в команде)

1	<u>A</u> My role is very important in this institution. I feel central here. B I am doing useful and fairly important work here. C Very little importance is given to my work; I feel peripheral here.
2	<u>A</u> My training and expertise are not fully used in my present role. B My training and knowledge are not used in my present role. C I am able to use my knowledge and training very well here.
3	A I have little freedom in my role; I just do what I am told. B I operate inside the framework that is given to me. C I can take the initiative and act on my own in my role.
4	A I am doing normal, routine work in my role. B In my role, I am able to use my creativity and do new things. C I have no time for creative work in my role.
5	<u>A</u> No one responds to my ideas or suggestions. B I work very closely with some other colleagues. C I am alone in my role and have almost no one to consult.
6	A When I need some help, none is available. B Whenever things aren't going well, others help me.

TEAM ROLES (Роли в команде)

type	symbol	typical features	positive qualities	allowable weaknesses
Company person	CP	conservative, dutiful, predictable	organizing ability, common sense, hard working, discipline	inflexible, unresponsive to new ideas
Chair	CH	calm, confined, controlled	welcomes all ideas on merit, without prejudice; clear objectives	only ordinary intellect and creativity
Shaper	SH	highly strung, dynamic, outgoing	lots of drive, challenges inertia and complacency	impatient, easily provoked and irritable
Source	SO	individualist, serious, unorthodox	great intellect, imagination, knowledge	up in the clouds, disregards practical detail and protocol
Investigator	IN	extrovert, enthusiastic, curious	contracts new people, explores new ideas, likes a challenge	loses interest after the initial attraction has passed
Monitor	MO	sober, unemotional, careful	sound judgment, discretion, hard-headedness	lacks inspiration or the ability to motivate others
Team worker	TM	sociable, rather mild, sensitive	responds to people and situations, promotes team spirit	indecisive at moments of crisis

Criteria of assessment

**descriptions of what
students should be able to
do with the language**



Types of criteria

HOLISTIC

**evaluation of
language skills
not separately
but as a whole
where levels
are bands of
multi-activity
scale**

ANALYTICAL

**evaluation by
means of
assessing
different parts
of the
performance. A
different band
is produced for
each activity**



What kind of assessment criteria for writing abilities are these?

5	Sentences and phrases are grammatically correct , full of mastery and appropriate vocabulary. Spelling is correct. Excellent content and logic. The text is coherent. The word limit is not much exceeded or not much less than required
4	Not more than 2 mistakes of any linguistic character (grammar, vocabulary, spelling)
3	Not more than 6 mistakes. Message is not always relevant
2	More than 6 mistakes. Impossible to understand text due to errors and incoherent organisation. Message irrelevant

What kind of assessment criteria for project presentation are these?

Criteria	High level	Good level	Satisfactory level	Needs improvement
Usefulness of the product	Perfect, purposeful, liked by target audience	Very good but not exactly what was planned	Not bad but doesn't refer to the target audience	Bad (in quality, no purpose, no target audience)
Presentation of the product	Logical, bright and attractive, fair...	Some disharmony is felt	Many faults (no logic, many stops)	Too many faults that impede the comprehension

Table 1: An *Analytic* Rubric Example for a Speaking Task

Factual Information	Vocabulary	Correctness of Language	Fluency
<p>3</p> <p>It contained more than 5 facts about the student.</p>	<p>3</p> <p>Student used a wide variety of vocabulary words to describe self (more than in the lesson).</p>	<p>3</p> <p>Less than 10% of words contain pronunciation errors; two or fewer grammar mistakes; 0-1 incorrect word choices.</p>	<p>3</p> <p>Introduction was told with expression, not flat; good L2 intonation pattern; confident in speech.</p>
<p>2</p> <p>The student gave between 3-5 facts about him/herself.</p>	<p>2</p> <p>Student used the necessary vocabulary and basic vocabulary was used correctly.</p>	<p>2</p> <p>Between 11% and 30% of words have pronunciation errors; between 3 and 6 grammar errors; between 2 and 4 incorrect word choices.</p>	<p>2</p> <p>Some expression in speech though mechanical in places; a few pauses but they didn't detract from comprehensibility.</p>
<p>1</p> <p>The student gave less than 3 facts about him/herself.</p>	<p>1</p> <p>The introduction used words incorrectly and used only basic words—replicated the lesson.</p>	<p>1</p> <p>More than 30% of words have pronunciation errors; more than 6 grammar errors; more than 4 incorrect word choices.</p>	<p>1</p> <p>Very flat presentation; little L2 intonation pattern; many pauses, hesitations, and restarts that made it difficult to follow.</p>

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.

GCSE Language: Writing Criteria

Communication & organisation:

BAND	CRITERIA
5	<ul style="list-style-type: none">• Sophisticated and artful use of language.• Impressive exploitation of form and purpose.• Impressive structure which compliments ideas.
4	<ul style="list-style-type: none">• Confident and assured use of language.• Skilful execution of form and purpose to engage the reader.• Well constructed writing.
3	<ul style="list-style-type: none">• Consistently uses language for a clear message.• Clearly executes features of form and purpose for effect.• Clear and organised writing

Accuracy:

BAND	CRITERIA
5	<ul style="list-style-type: none">• Impressive sentence variety.• Sophisticated punctuation use.• Impressive spelling accuracy.
4	<ul style="list-style-type: none">• Confident, crafted sentences.• Assured range of punctuation.• Confidence with spelling.
3	<ul style="list-style-type: none">• Clear variety of sentences.• Clear range of punctuation.• Consistent spelling.

Subject-specific assessment criteria

	CONTENT	PROCESS	Language Function
SS	Facts and concepts	Interpretation and analysis skills; Building and supporting arguments	Analyze, compare/contrast, construct, describe, etc
MATH	Conceptual understanding (Knows when to use a certain algorithm: factoring vs. quadratic formula)	Procedural fluency (Solve, calculate, convert, add, multiply) Mathematical reasoning, problem solving skills	Compare/contrast Conjecture, Describe, Explain, Prove
ENG	Comprehend, construct meaning from, interpret complex text	Create a written product interpreting or responding to complex features of text	Analyze, Argue, Describe, Explain, Evaluate, Interpret, etc
ART	Form and structure, Art context, Personal perspective	Production	Analyze, Compare/contrast, Critique, Question, etc
SCI	Science concepts	Science practices (carry out inquiry-based investigation, build model)	Analyze, Explain, Interpret, Justify with evidence

EVALUATION GRID

CRITERIA FOR ASSESSMENT	SCALE						TOTAL
	0	1	2	3	4	5	
ORGANISATION OF PROJECT : (developing the product/ setting objectives and planning)							
COLLATING INFORMATION : (Notes reading / explanation of visual materials)							
PRACTICE OF LANGUAGE SKILLS : (Langage used for the initial stage/ introduction/ suggestions/ discussions)							
TYPE OF PROJECT (The manner of presenting: booklets/ video/ exhibition/ oral presentation)							
MARK							/20

Authentic Assessment in ELT

**approach to assessment
that has been designed to
provide a realistic task,
simulation, or problem
related to that attribute or
performance which is
measured**





Kinds of authentic (ALTERNATIVE) assessment

- **Performance-based assessment**
- **Portfolios and process-folios**
- **Journals**
- **Real life assessment**
- **Class contracts**



Performance-based assessment

- **Open-ended**
- **Complex**
- **Authentic**
- **Require the presentation of worthwhile tasks in the academic field**
- **Make students present their work publicly**
- **Emphasize high level of thinking**





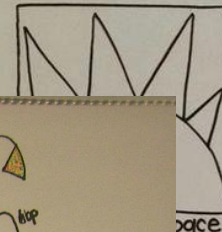
Portfolios and process-folios

Portfolio Contents

Work samples	Checklists
Photographs and videos	Interviews
Audiotapes	Attitude surveys
Anecdotal notes	Process folio selections

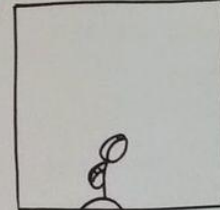
Portfolios and process-fo

How to Earn a smile in my ART Journal



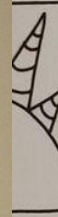
← Good

Nice job making the drawing large.



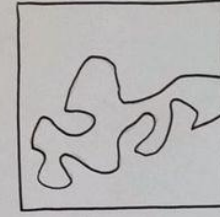
← Oh No!

Too much empty space.
Draw bigger or add more.



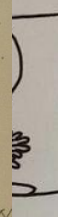
← Good

Details make your drawing interesting to look at.



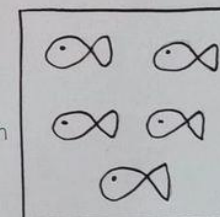
← Oh No!

It is hard to tell what this is. Adding more details will help explain your drawing.



← Good

New ideas are fun for Mrs. Allen to look at.



← Oh No!

The same drawing on every page is boring.
You can fix this by adding different details to each page.



← Good

Have pride in your art work!
Your art is a reflection of your self.



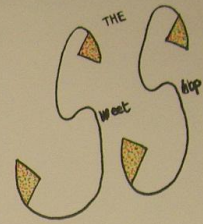
← Oh No!

Too messy.
Try coloring on top of the drawing again or try to outline to clean up messy edges.

ALTHOUGH THE CUP AND SAUCER IS CLEARLY OUT OF PROPORTION TO THE WORDS IN THIS LOGO, IT IS ACCEPTABLE BECAUSE IT WORKS AND FORMS A PLEASING COMPOSITION. IN THIS FIGURE/GROUND HAS BEEN USED TO SHOW CREATIVITY + INTEREST. HERE, THE FIGURE DEFINES THE GROUND - SHOWING AN IMAGE OF A SAUCER.



REPEATED USE OF POINT IN AN ARRAY OF COLOURS TO CREATE A NICE PATTERN ON THE TIPS OF THE 'S'. REMINDS ME A BIT OF THE CHIPS BRAND 'C'S' SO IT'S NOT ORIGINAL ENOUGH AND IT'S TOO PLAIN & BORING.



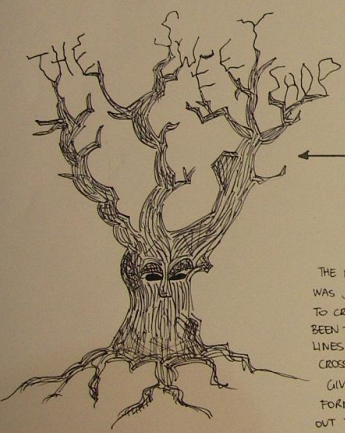
A DESIGN WITH AN IMAGE OF WHEAT INCORPORATED INTO THE 'T'. THE STARTING LETTERS ARE ALL CURVY & SWIRLY TO CREATE INTEREST. NICE USE OF IMAGE BUT OVERALL, IT'S A BIT BORING.

RANDOM SKETCH OF TYPOGRAPHY FOR 'AN'S'.



INSPIRED BY A PATCHWORK QUILT, I'VE ADAPTED THE Q INTO THIS DESIGN. IN CRE THIS PATCHWORK EFFECT, USED CROSS-HATCHING WITH BRIGHT COLOURS. IT IS ENCLOSED WITH A THICK BORDER TO HELP THE 'S' STAND OUT.

THE IMAGE OF THE TREE WAS JUST A RANDOM IDEA TO CREATE INTEREST. IT HAS BEEN DRAWN BY USING SHORT, THIN LINES TO SHOW TEXTURE AND CROSS-HATCHING HAS BEEN USED TO GIVE IT TONE ALLOWING IT TO FORM A 3D LOOK. THE BRANCHED OUT TWIGS AT THE TOP IS CLEVER AS THEY SPELL OUT THE CAFE NAME BUT IT IS UNRECOGNISABLE SO IT DOES NOT WORK WELL.





Benefits of authentic alternative assessment

- Enables students to think about their personal learning process
- Develops responsibility and self-organization skills, presentation and work with documentation skills
- Motivates to aim-achievement through self-monitoring of the whole process
- Makes students set new goals in education

Thanks for your attention!!!

