



**AISR LEARNING
B-STEM**

Online Assessment in ELT

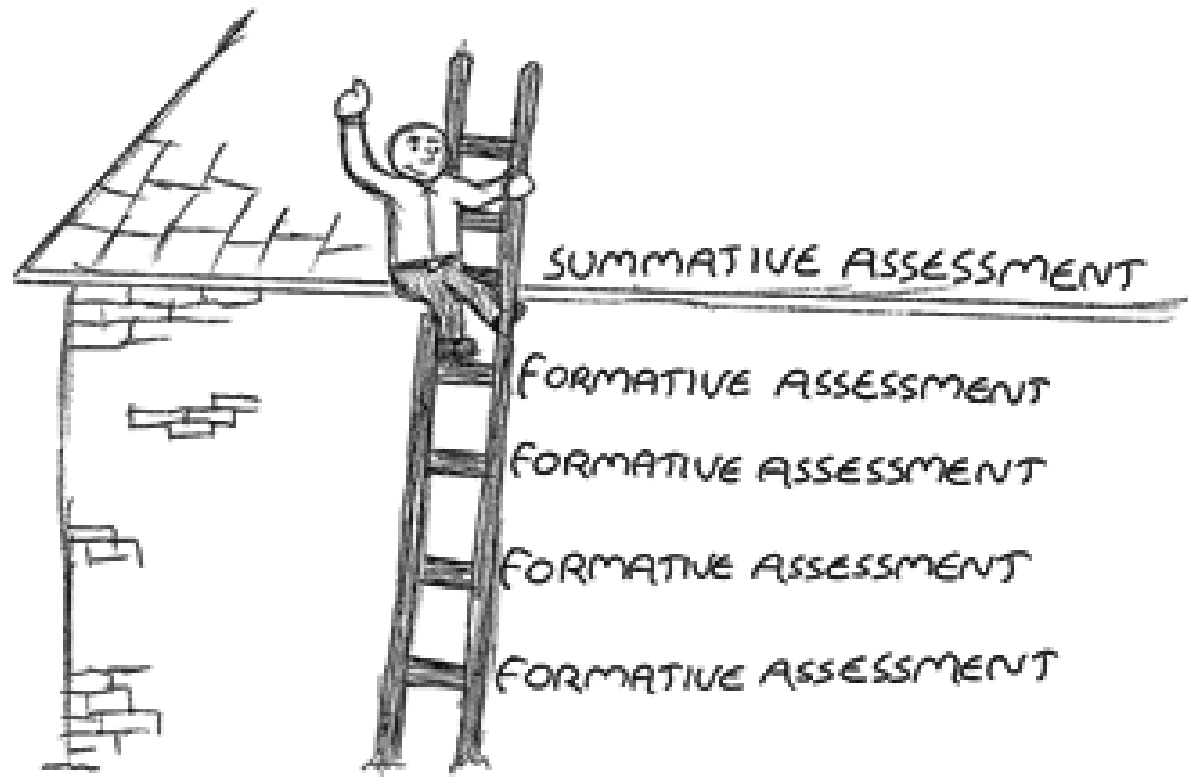
AISR



Defining Assessment

‘gathering information in order to make judgements which provide the basis for action’
(Boyd et al., 2019)

Using formative assessment to focus on the
learning process
leads to improved student outcomes





Outline

- Brief overview of ELT testing/assessment
- Challenges and strategies for online assessment
- Overview of the assessment planning process
- Practical demonstration/activities using 3 online assessment tools
- Providing feedback
- Conclusion



Aims:

1. To understand the challenges and strategies for online assessments and their place in the instructional process
2. To understand what needs to be considered when planning an assessment
3. To be able to evaluate tools and processes for assessing language online



Overview of ELT testing/assessment

- **The Common European Framework of Reference (CEFR)** is an international standard for defining and describing language proficiency and is widely used for curriculum design and assessment planning, exams etc.
- Sets of **'can do' descriptors** categorised into communicative language competences (linguistic, sociolinguistic, pragmatic) used to define learning objectives/success criteria.
- Most important consideration is the **PURPOSE OF ASSESSMENT** – what are we measuring and why?



B

B1

Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.

B2

Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialization.

Language Assessment Purpose

	Assessment	When?	Why?	What?
Formative	Placement	Before starting a course	To place student in a class and choose materials	Sample of knowledge & skills
	Course-related progress	Different stages throughout a course	Diagnostic tool to measure learning of specific content	Syllabus-related areas
	Practice	Before taking a test	Familiarisation of test structure/format	All question types covered in proficiency test
Summative	Proficiency	End of study or independent of a course	To assess final language ability	Overall communicative competence

Challenges of Assessing Online

It's difficult to ensure that assessments are fair and reliable

The internet connection is poor and cuts out during online classes and assessments

Students are cheating and getting family members to do the work for them

Students don't have access to devices at certain times

It's very difficult to create a traditional exam environment online

Strategies for Assessing Online

- ✓ Access a range of **online tests and course materials** from exam providers
- ✓ **Continual assessment** is a key way to gauge learners' progress
- ✓ **Very important to share assessment criteria/rubrics** to encourage learner autonomy
- ✓ Explain how you will provide **personalised feedback**
- ✓ Use criteria/rubrics for **peer and self-assessment**
- ✓ **Plan independent assessment tasks** to do at home

Alternative Forms of Assessment

Traditional Assessment	Alternative Assessment
Written Essays	Online writing assignments - blogs/social media
Worksheets	Google forms
Oral presentations	Video recordings & multimedia
Unit tests	Online quizzes
Exams	E-portfolio

Validity – Key Questions

Who is taking the test?

What **skill/ability** am I testing?

What **task** can I use to make the specific skill/ability **VISIBLE**?

How am I going to **measure** it in a reliable way?

Assessment Planning Process

Example 1: A formative speaking assessment for secondary level students (A2/B1) at the end of a unit on towns and cities



Learning
Objective

- *Can give straightforward descriptions on a variety of familiar subjects within his/her field of interest.*



Success
Criteria

Q. What assessment criteria could you use?



Assessment

Record and post a short talk (one minute) for your classmates on the best things to do in your home-town. Say what you think they should visit, and why this would be a good idea.

Your classmates will comment on:

- Range of grammar and vocabulary
- Use of connectors to organise information
- Use of language to connect with the listener

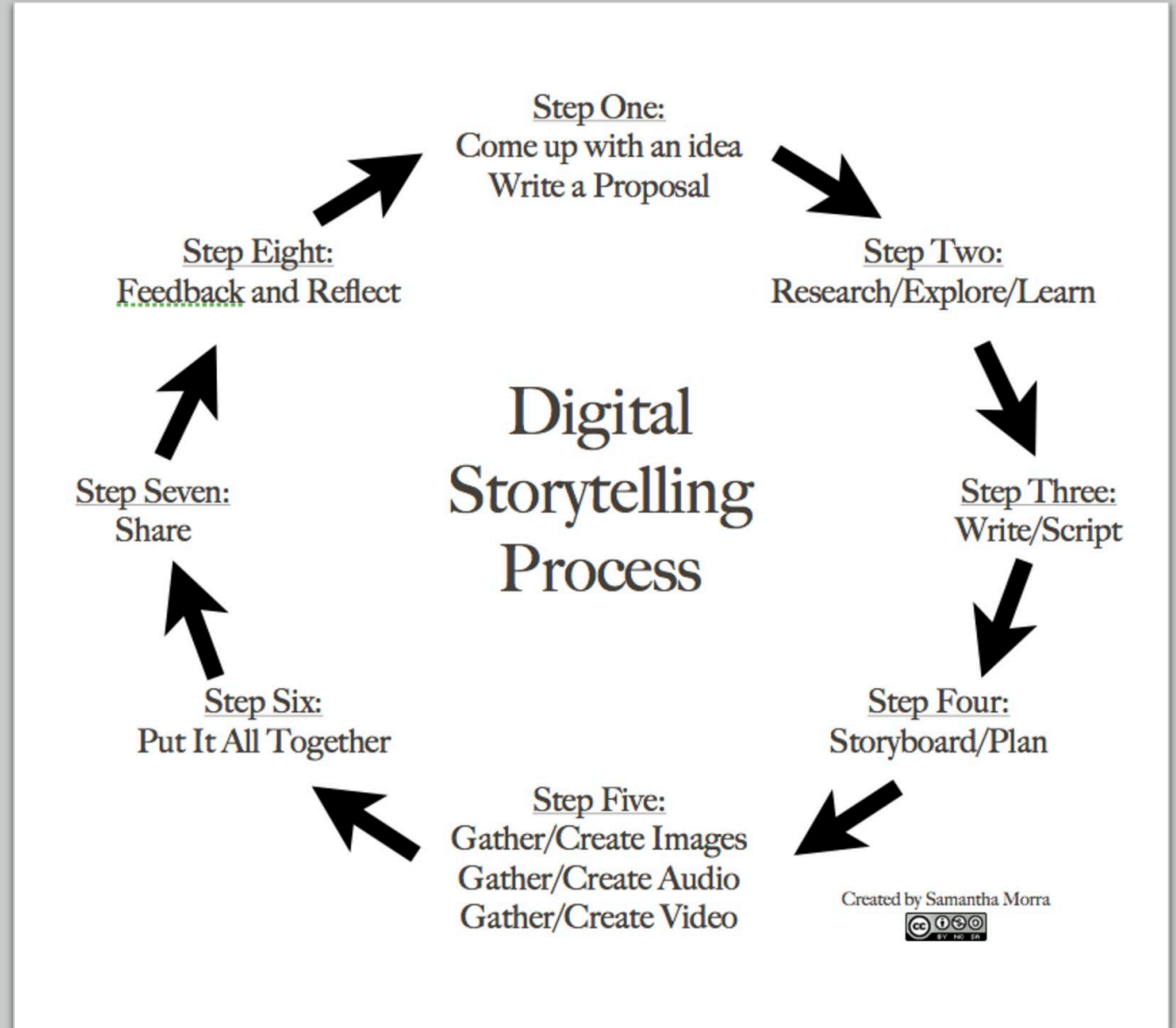
As a class, we'll also vote for the most interesting things to do in our home-town.

Assessing Speaking – Rating Scales

B1	Grammar and Vocabulary	Discourse Management	Pronunciation
5	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.
4	<i>Performance shares features of Bands 3 and 5.</i>		
3	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics. 	<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels.
2	<i>Performance shares features of Bands 1 and 3.</i>		
1	<ul style="list-style-type: none"> Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics. 	<ul style="list-style-type: none"> Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic. 	<ul style="list-style-type: none"> Is mostly intelligible, despite limited control of phonological features.
0	<i>Performance below Band 1.</i>		



Formative/ Summative Assessment Idea: Digital Storytelling Project





Example of a Digital Storytelling Project in a Language Classroom

Task Title: Culture Quest

Created using Photo Story

Image Sources: Wikimedia Commons and Flickr (example photos are by Tina Ferguson)

Level/Grade: Secondary Intermediate Spanish

ACTFL Standards:

Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.

Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Standard 2.1: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.

Standard 2.2: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Standard 3.1: Students reinforce and further their knowledge of other disciplines through the foreign language.

Specific Task Objectives

1. Students will research the culture and history of a Hispanic country using print and Internet sources in the target language.
2. Students will find photographs and other images related to the culture of the country.
3. Students will write a biographical script narrating the experiences in the country.
4. Students will use PhotoStory to create a digital story with digital photographs and narration.

Introduction

You will be assigned to a team of four persons for this project. Each member will be assigned a role. You are going to take an imaginary trip to another country and report back to the class about your experiences. The purpose for the trip is to tell the other students about your experiences, what you learned about the country or the people, and to convince them of the benefits of visiting there. Here are some things you could include: What things did you see? How did the people dress? Did you visit a cultural site? If so, what were you able to learn about its history? What kind of food did they eat? What was the landscape like? What did you enjoy most?

Task Instructions

Select one of the following Hispanic countries for your trip: Mexico, Peru, Chile, Venezuela, Guatemala, Spain, El Salvador, Dominican Republic.

Criteria	Needs improvement 0-6 points	Approaches Target 8 points	Meets Target 10 points	Total Points Earned
CONTENT REQUIREMENTS	Missing two or more of the required elements listed in instructions.	Included four of the five required elements listed in instructions.	Met all requirements including length, number of slides, beginning, ending and works cited.	
Criteria	Needs improvement 0-6 points	Approaches Target 7-8 points	Meets Target 9-10 points	Total Points Earned
GRAMMAR/COMPREHENSION	Repeated errors in grammar and usage which detracted from story.	There were a few errors in grammar and usage, but did not detract from story.	Grammar and usage were typically correct and contributed to clarity.	
Criteria	Needs improvement 0-6 points	Approaches Target 7-8 points	Meets Target 9-10 points	Total Points Earned
IMAGES	Images did not contribute or detracted from the tone or atmosphere of the presentation	An attempt was made to match images to the tone and atmosphere of the presentation.	Images contributed to the tone and atmosphere of the presentation.	
Criteria	Needs improvement 0-6 points	Approaches Target 7-8 points	Meets Target 9-10 points	Score/ Comments
POINT OF VIEW-PURPOSE	The point of view is not clear.	There are a few lapses in focus, but the purpose is fairly clear.	Establishes a purpose early on and maintains a clear focus throughout the presentation.	
Criteria	Needs improvement 0-6 points	Approaches Target 7-8 points	Meets Target 9-10 points	Score/ Comments
SUMMARY POSITION	No summary given or summary was poorly developed.	Summary not fully developed or lacked a persuasive argument.	Group presented a well-developed, persuasive summary to the presentation.	

E-Portfolio Assessment

- Gather written and spoken assessment evidence from an online classroom
- Portfolios provide a broader picture of student achievement than tests alone
- Formative and summative assessment – activities are formally marked at the end according to predetermined criteria/rubrics
- Possibilities for reflection, peer and self assessment
- [A PORTFOLIO ASSESSMENT MODEL FOR ESL \(ed.gov\)](#)
- [Portfolios in ELT | TeachingEnglish | British Council | BBC](#)

Gamified Formative Assessment

- ‘Opportunities for pupils to express their understanding should be designed into any piece of teaching, for this will initiate the interaction whereby formative assessment aids learning’
(Black & William 2006)
- Positive effect on student motivation, engagement and achievement
- Online quizzes – Menti.com, Kahoot, Quizlet, Quizziz, Socrates...

Online Feedback Strategies

- ✓ Feedback should be **actionable, frequent and rich**
- ✓ Encourage **reflective tasks** – e.g. e-portfolio
- ✓ Large classes? - provide feedback to smaller groups (breakout rooms)
- ✓ Use **interactive tools** to check understanding frequently e.g. menti.com
- ✓ Ask students to work in **small groups** and comment on each other's work using success criteria
- ✓ Use **tools which provide instant feedback** e.g. google forms.
- ✓ **Exit tickets**

Menti – exit ticket



3 things I learned:

1 question I have: