



Aims of Module 1

- Re-engage with teaching-learning-assessment cycle
- Understand the importance of contextual factors in assessment
- Consider theories, constructs and current approaches to assessment
- Consider issues in assessment for languages education
- Retain focus on learners and learning in assessment

Module 1 Part A

Understanding Assessment

(40 minutes)

The Basics

What do we mean by 'assessment'?

Ongoing process of planning, designing, gathering, analysing, evaluating, reflecting on evidence of student learning

Why assess?

To make informed and consistent judgments to:

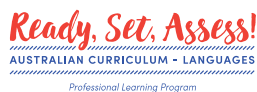
- *inform future teaching*
- *promote ongoing student learning*
- *develop and modify learning programs*
- *convey information relevant to students, parents, and others*

Principles of Assessment

Holistic view: Assessment, teaching, learning are linked

Assessment should:

- Meet specific identified purposes
- Be valid (assess what it says it will)
- Be fair/inclusive (consider diversity of learners, prior learning/knowledge, backgrounds/histories, special needs)
- Inform reporting and communication to students and others
- Promote learning and inquiry
- Be conducted throughout learning process; be dynamic and responsive
- Be designed, mediated, scaffolded by teacher (sometimes by learners)
- Constantly inform teaching and learning, involving evaluation, reflection and ongoing revision



Considerations about Assessment

- What are the objectives of assessment in your program?
 - What do you want to achieve, learn, understand about your students' learning through assessment?

Who determines the objectives?

How? Why?

- Teachers
 - Students
-
- Coordinators
 - Schools
 - Governments
 - Curriculum boards
 - Systems/jurisdictions

Who is the 'audience'?

- Teachers
 - Students
-
- Coordinators
 - Schools
 - Parents
 - Governments
 - Curriculum boards
 - Others?



Contextual Factors: What Do You Need to Consider?

- | | |
|--|---|
| <ul style="list-style-type: none"> • School: culture/processes/policy/planning documents • System: processes/policies/documents • State/territory: policies/processes/curricula/syllabuses • National: policies/processes/curriculum <ul style="list-style-type: none"> • e.g. Melbourne Declaration • Australian Curriculum • Australian Curriculum: Languages • Global: trends/policies/practice/literature | <ul style="list-style-type: none"> • Learners: How they learn, histories, knowledge, needs • Teachers: Background experience, understanding of context, language, learners <p>The main focus is learners and learning</p> |
|--|---|



Ready, Set, Assess!
AUSTRALIAN CURRICULUM - LANGUAGES
Professional Learning Program

Assessment Frameworks – Current Literature/Practice

Diagnostic approach – to discover existing knowledge

- prior to (new) teaching
- establish baseline understanding, starting points for teaching

Continual assessment approach (Jordan & Putz, 2004)

- Inherent assessment
 - embedded in the activity, experience
 - 'naturally' occurring in the teaching-learning process
- Discursive assessment
 - through discussion and dialogue
 - intentional, purposeful, meaningful
- Documentary assessment
 - artefact based
 - usually involves 'physical' items
 - recorded

Assessment Frameworks – Current Literature/Practice

Dynamic assessment (DA) (Lantolf & Poehner, 2011)

- Derived from Vygotsky's ZPD
- Involves 'modifying' learner performance during the assessment itself
- Individual and environment form an inseparable dialectical unity
- Interventionist and interactionist distinction- focus on latter
- Mediated learning experience (MLE), with teacher (usually) as intentional mediator, taking cues from learner

Assessment Frameworks – Current Literature/Practice

Decontextualised assessment

- Standardised testing (e.g. NAPLAN)
- Examinations

*Not to inform ongoing learning for the learner,
but to serve an external, usually accountability purpose*

Assessment Frameworks – Current Literature/Practice

Backward design

- Authentic assessment (Archbald, 1991; Wiggins, 1989; Mueller, 2016)
 - real life purposes, experiential, interesting to learners

See also http://www.deakin.edu.au/_data/assets/pdf_file/0005/268511/AUTHENTIC-ASSESSMENT.pdf

- Understanding by design (UbD) (Wiggins and McTighe, 2006; 2012)
 - planned backwards from long-term desired results
 - students transfer understanding of learning through authentic performance
 - three stage process
 - identify desired results
 - determine assessment evidence
 - plan learning experiences and instruction
 - teachers are coaches of understanding
 - continual improvement approach

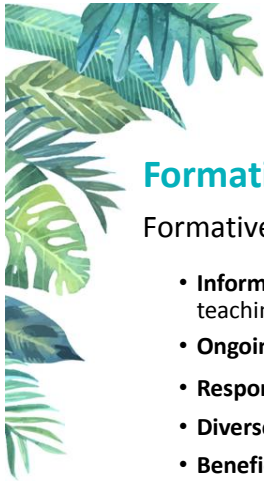
Assessment Frameworks – Current Literature/Practice

Formative/summative paradigms

- Draws distinction between informing ongoing learning and summarising learning

Assessment FOR/OF/AS learning

- Major paradigm for framing assessment in current practice



Formative and Summative Assessment

Formative

- **Informative:** to inform learning ('for' learning; 'as' learning) and teaching
- **Ongoing:** conducted throughout teaching, learning cycles
- **Responsive:** forward looking
- **Diverse:** ranges from incidental comments to formal processes
- **Beneficial:** valued as major assessment form for student benefit
- **Indicative:** used in reporting: indicative of progress towards longer term goals and objectives (e.g. Achievement Standards)

*It all depends on the use you put it to,
 not the nature of the task itself*



Formative and Summative Assessment

Summative

Evidentiary

- To provide understanding of learning that **has** occurred
- Often for determination/measurement of achievement or 'outcomes'

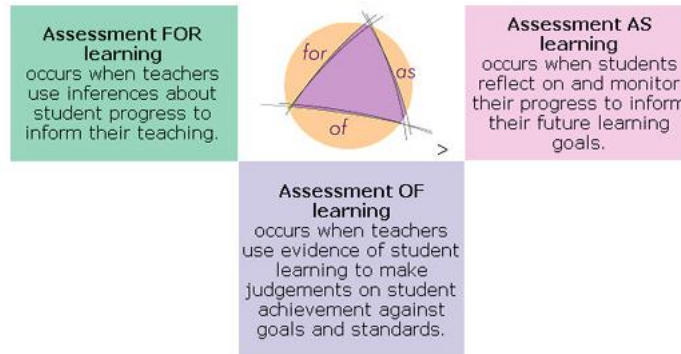
Baseline or endpoint

- Often 'end point' testing, tasks, processes ('of' learning)
- Backward looking

Significance for audiences

- Important feedback mechanism to students and others- should inform forward planning
- Used in reporting: achievement at a determined point in time (e.g. Completion of part/all of Achievement Standard)

Assessment FOR, OF and AS Learning



<http://www.education.vic.gov.au/school/teachers/support/Pages/advice.aspx>

The Importance of Feedback

Evidence of improved learning?

- Feedback (or forward) should always be aimed at improving learning
- Dialogic is best - as a discussion with learners, in which they also contribute their perspectives and understanding

Types of feedback

- Variety of formats - written, spoken, voice recordings
- Range of formality - casual to formal
- Range of groupings - individual, small group, whole group

When, how often and how to provide?

- Throughout the teaching/learning cycle
- As often as possible

The Importance of Feedback

From/to whom?

- Teacher, students, parents are part of the conversations
- Schools
- Systems
- Government

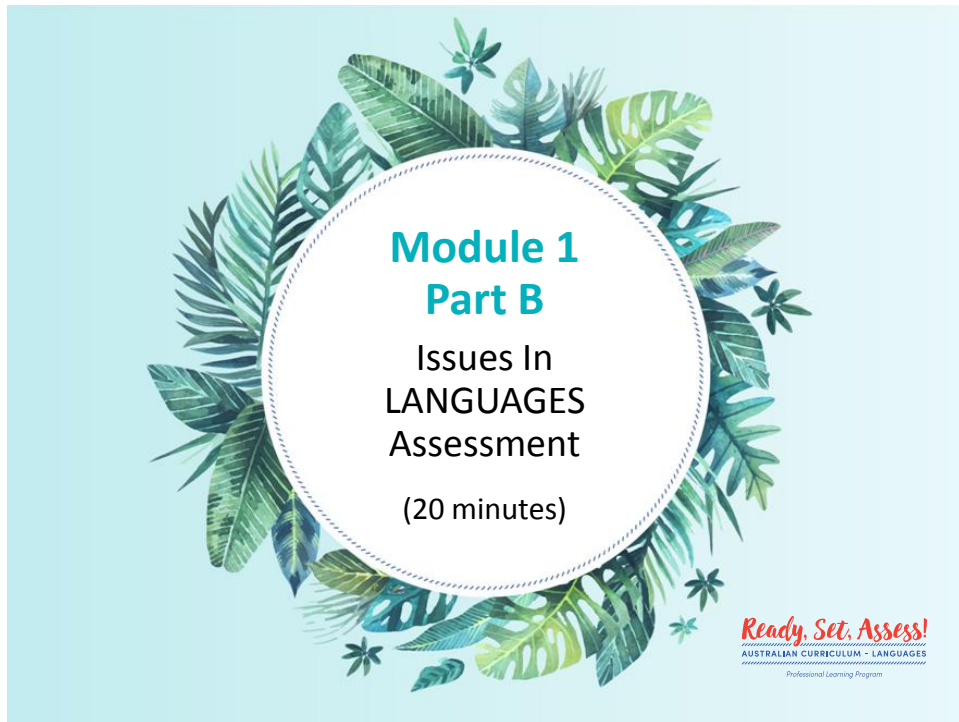

How does it work in various frameworks?


- Consider the theoretical basis of the framework and the purposes/objectives of that approach/framework
- Identify multiple points when feedback can be provided
- Document occasions for feedback in planning

Module 1 Part A - Reflection

- What would you say was the balance of assessment for, of and as learning in your classroom or school context?
- How much is formative, and how much summative assessment? Do you think you have this balance right?
- How do you provide feedback to your students? Do you plan feedback occasions into your programs?
- Jot some notes for yourself on the reflection form
- Keep these in mind as we explore assessment for the AC:L
- You may wish to complete the '[Assessment for Learning](http://www.assessmentforlearning.edu.au/professional_learning/intro_to_afl/introduction_reflection_evaluation.html)' checklist to audit your own classroom assessment practice

(http://www.assessmentforlearning.edu.au/professional_learning/intro_to_afl/introduction_reflection_evaluation.html)




Issues In LANGUAGES Assessment

What's special about languages?

ACTIVITY

1. At your table, discuss what you think is different or particular about assessing languages
2. Record four points on the template provided
3. Report back to the whole group
4. Keep your template for later activities



Issues In LANGUAGES Assessment

What's special about languages?

Focus on:

- Processes for assessing understanding and use of languages, including their cultural contexts of use
- The user of languages and her/his identity realised through use of languages and in a cultural context- it's personal!
- Ongoing and interactive feedback in target language and English/other languages
- Assessing progress over time, not episodic learning

Issues In LANGUAGES Assessment

Consider:

- Sociocultural and intercultural paradigms/orientation
- Can everything be measured and quantified? Should it?
- Features of planning to address these particularities
- Need to link teaching-learning-assessing and LANGUAGES (and cultures)

Module 1 Part B - Reflection

Use the reflection sheet to note:

- New points that you want to remember
- Known ideas that you want to re-engage with
- Areas for further inquiry, investigation or additional professional learning
- A 'smiley face' self-rating of your own knowledge and understanding of assessment approaches

End of
Module 1