



“Imagination is the root of creativity. It is the ability to bring to mind things that aren’t present to our senses. Creativity is putting your imagination to work. It is applied imagination. **Innovation is putting new ideas into practice.**”
(Robinson, 2015, p.118)

Embracing
innovation in
assessment

Engagement
Feedback
Documentation

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How powerful is this?!

*"WHEN TEACHERS DO
FORMATIVE ASSESSMENT
EFFECTIVELY, STUDENTS
LEARN AT ROUGHLY
DOUBLE THE RATE THAN
THEY DO WITHOUT IT."*

DYLAN WILIAM



A little about me...



one
day
at a
time

thinking
formatively

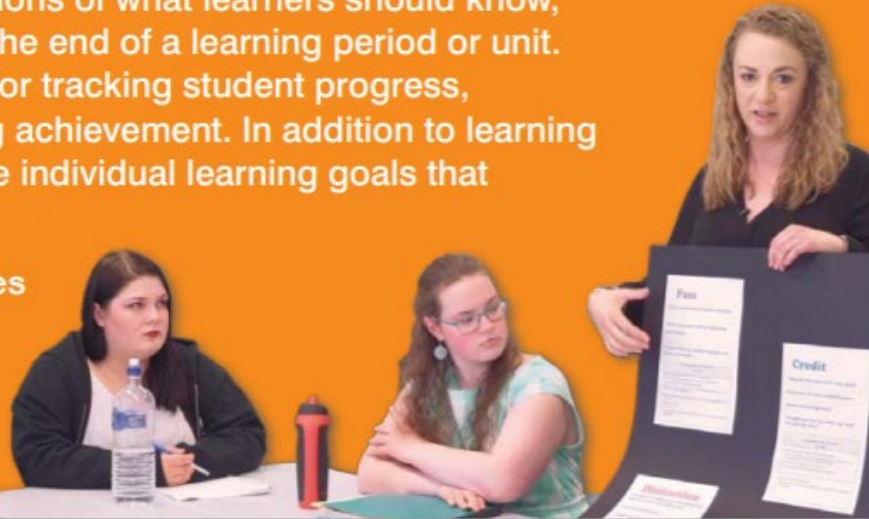
WHAT DOES THIS
MEAN?

Start with the mindset of Learning Intentions and Success Criteria

WHAT IS IT?


Learning Intentions are descriptions of what learners should know, understand and be able to do by the end of a learning period or unit. Learning intentions are the basis for tracking student progress, providing feedback and assessing achievement. In addition to learning intentions, students may also have individual learning goals that they address in their learning.

Success criteria are the measures used to determine whether, and how well, learners have met the learning intentions.



Most effective when:

- They provide students with appropriate challenge
- They are matched to T&L activities and assessment tasks
- They are clear and specific to avoid ambiguity



Instead of what is
the task?

What are you trying
to teach?



Narelle English

Say



Write



Do



Make



This is all *observable evidence*

...And it all links back to the Victorian Curriculum!

- Write a Question and Answer in Indonesian
- They interact with others orally and in writing, asking and responding to questions using *Siapa, Apakah, Berapa, Bagaimana, Apa, Di/Ke/Dari mana...?*
- Pronounce Indonesian words using distinctive vowel sounds
- They mostly use correct pronunciation of individual and combined sounds
- Say a brief self introduction in Indonesian
- Students share factual information and opinions about their personal worlds, including personal details



A tool for students to explain their thinking



A short snapshot of the students and what can they currently do



Gives you the important information – where to next?

Assessment
then
becomes:

Criterion based referencing in Languages

Competence is best thought of as a continuum of learning

This is made up of criteria describing what students do, say, make and write at various points along the continuum.

Continua

Can have any scope (broad or narrow)

Minimum of 3 Levels of competence

Describe different levels of competence, rather than steps to complete a task

Criteria

Describe what learners do, say, make and write

Describe desired outcomes using **positive language**

Are explicit, **so decoding is unnecessary**

A resource to consider..

Using formative assessment rubrics in Languages


VCAA Formative Assessment Resources

<https://www.vcaa.vic.edu.au/assessment/f-10assessment/formative-assessment/formative-assessment-rubric-samples/Pages/LanguagesSamples.aspx>

Shows the unique way in which language competencies develop along a continuum

Examples for Mandarin, Japanese and Italian

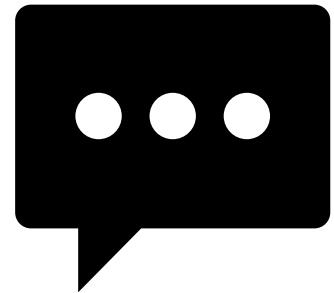
Thinking formatively in a lesson sequence

An orange thought bubble with a small tail pointing towards the bottom left.

Putting new ideas into practice

I considered these elements in planning a short lesson sequence focused on general conversation:

- Narrowing of language introduced in each lesson
- Deliberate practice of vocabulary using gestures
- Selection of engaging prompts
- Scaffolded practice using visual prompts
- Opportunity for student input
- Recycling/recapping gestures at the conclusion of the lesson



Research about gesture

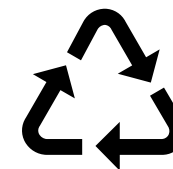
A recent study, published in the *Educational Psychology Review* (April 2020) demonstrated that the use of visuals and gestures during Languages learning enhanced memory and long-term retention of vocabulary, compared to only hearing the words.



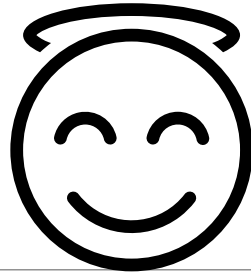
Both gesture and picture enrichment enhanced children's test performance compared with non-enriched learning. Benefits of gesture and picture enrichment persisted up to 6 months after training and occurred for both concrete and abstract words."



Given this scientific evidence, it is clear that Languages teachers need to present and then **continue to recycle language in different ways**, but especially with enhancement through the use of visuals and gestures.



Student input



Week 8 Lesson 1

22

Turned in

3

Assigned

Feedback

Feedback for this lesson sequence was provided via Google Classroom.

Week 8 Lesson 1



90/100



Return



Search the menus (Alt+//)



Background



10

Samantha duduk di kelas berap



Samantha duduk di kelas sebelas

Participation in gesture choralling

11

Samantha duduk di kelas berap



Samantha duduk di kelas tujuh

Responsiveness to questioning

12

Samantha duduk di kelas berap



Samantha duduk di kelas dua belas

Gesture this word...
What word does this gesture represent?

13

Kamu duduk di kelas berapa?

Don't forget! Remember you in this class you will respond with 'Saya' which

Saya duduk di kelas delapan

Ability to recycle language in lesson conclusion

Click to add speaker notes

Year 8 – Indonesian
Week 8

What grade are you in?

What will this student pay attention to first?

Files

Turned in on Jun 16, 2:24 PM

[See history](#)



Duduk...



Grade

90/100



Private comments

Add private comment...

Cancel

Post

Reimagining Rubrics

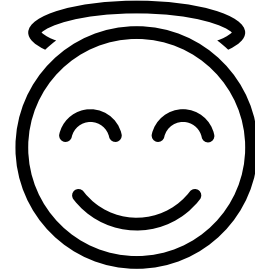
A STORY OF
ENGAGEMENT

Ditch the units that don't make sense anymore!



- I had been teaching a unit for a number of years about Sickness and Health – in 2019, it just wasn't hitting the mark any more. Maybe COVID times have given this a new context?
- Despite my previous efforts to make the assessment task use more spontaneous speech, it had evolved back in to a role-play style assessment
- I had success in incorporating gesture based pedagogy and more of an oral focus into my Term 1 unit with Year 9 – so I took this and ran!
- The topic – Making Plans and Arrangements with friends. Age appropriate, recycled language from Year 8 and allowed for depth and challenge for those who needed it. Small, multi ability class.

My Success Story



Short conversation making plans with a friend

Gesture needed to be present

A problem needed to present in the interaction

A selection of prompts could be used

Short preparation time prior to task 'performance'

	Not Shown	Low	Medium	High
<i>Interact with others to make decisions and solve problems when making plans (VCIDC104)</i>	Not Shown	Lack of vocabulary used, struggling to make a plan, little flow to the conversation, no problem.	Most available question words are used. Conversation features a basic problem and/or basic structure.	Multiple activities, Creative problem that goes into depth and is resolved by the end of the conversation.
<i>Recognise pronunciation of compound words and polysyllabic words, and use of rhythm and stress in complex sentences (VCIDU114)</i>	Not Shown	Base level knowledge of distinctive Indonesian sounds impacts overall ability to communicate.	Pronunciation features some recognition of tone in questions and rhythm in more extended answers.	Demonstrates understanding of rising intonation in questions. Recognising and reproducing rhythm in more extended answers.
<i>Develop knowledge of vocabulary and structure to extend meanings (VCIDU115)</i>	Not Shown	Lack of vocabulary, using and repeating same words constantly	Use of different vocabulary whilst not repeating the same words	Using different verbs and not repeating the same vocabulary
<i>Purposeful use of gestures to communicate meaning</i>	Not Shown	Little use of gestures to communicate meaning	Intermittent use of gesture.	Gesture is creatively embedded into conversation.
<i>Working in groups of two cooperatively</i>	Not Shown	Little evidence of group work.	Some evidence of group work, negotiating roles to improve task outcomes.	Highly collaborative and supportive group work, negotiating roles to improve task outcomes.

Our Rubric

We crafted this together:

- I included 2 elements from Victorian Curriculum
- Boys wanted:
 - Pronunciation
 - Gestures
 - Group work

It was a powerful process to discuss the criteria.

Would you try this process?

Review



Use the following checklist to review your continuum:

Are the criteria in the continuum related to the learning intention?

Are the criteria expressed in terms of what students do, say, make, write?

Do the criteria within your continuum use positive language so that you illustrate how competence increases?

Are your criteria explicit so decoding is unnecessary?

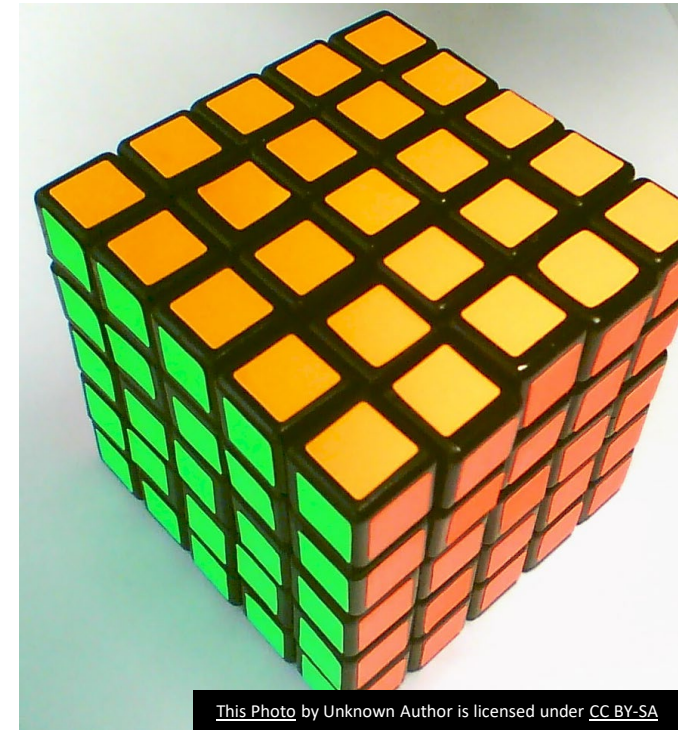
Does your continuum describe different levels of competence rather than steps to complete a task?

Working with a LMS

DOCUMENTATION VIA
LEARNING
MANAGEMENT
SYSTEMS

Possible combinations of Assessment data on SIMON LMS

- Rubric
- Rubric and Comment
- Percentage
- Percentage and Comment
- Competencies (satisfactory/not satisfactory), (competent, in progress, not yet competent)
- Formal Criteria (based on Victorian Curriculum) on a Grading scale (levels of progress)
- Formal Criteria, Rubric and Rubric calculated grade (percentage)
- Competencies and Grading scales can be edited by our Curriculum Leader to be anything we like!



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Which combination is best for assessing languages?

An example from Year 7 Indonesian

Ayo ke Indonesia

Kartupos kepada teman – Postcard to a friend

Complete

Competencies

Christos, you are encouraged to proof read prior to submission to ensure all words in the sentence scaffold are included.

Comprehension Test

100%

% Numeric

Saya berasal dari Indonesia (Saya Bisa)

Kenalkan teman - Introducing a friend

79%

% Rubric calculated

Christos, your self introduction would have benefited from minor refinements in rhythm and tone.

Cultural Task

Complete

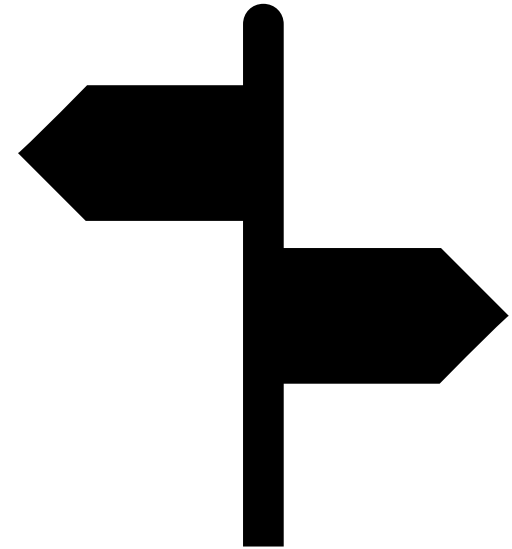
Competencies

Engage in conversation with your Domain Leader/Curriculum Leaders

If there is a set direction for how assessment is done at your school...

Advocate for why languages should be assessed differently!

- Percentages drive an accuracy enforcing mindset
- Work within the confines/possibilities of your LMS to create the best combination of assessment functionality that:
 - Reduces the need for summative tasks to be as prevalent
 - Increases the possibility for formative feedback
 - Allows for student reflection to be present
 - Promotes flexibility in feedback and assessment design



Contact Details

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If you would like more information about the ideas in this presentation, please get in touch!

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