

# Assessment for learning in language education

– Assessment of Languages Competence (ALC)

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Australian Council for Educational Research (ACER)

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## Acknowledgement of Country

I wish to acknowledge the Traditional Custodians of the land on which I am presenting today and pay my respects to Elders past, present and emerging. I acknowledge the Aboriginal and Torres Strait Islander people who continue to contribute to our work to improve learning, education and research for all.

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## Presentation content

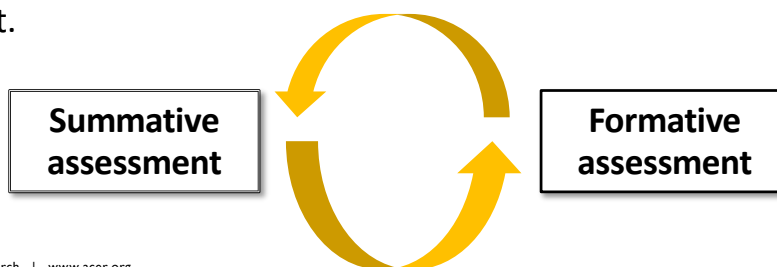
- Formative use of summative assessment
- [Case Study] Assessment of Languages Competence (ALC)
  - Summative use - Recognising students' achievement
  - Formative use – Assessment for learning

### Research Question:

How can we use a language assessment for learning in a classroom context?

## Formative and summative assessments

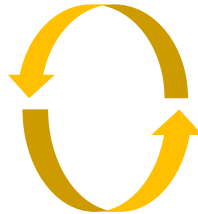
- Formative assessment (Black & William, 1998) - how formative assessment can lead to learning gains.
- Formative use of summative tests (Black et al., 2003)
- Implementation of both formative and summative assessments (Wei, 2010) – both forms of assessments interact with each other.
- Xiao (2017) - argues that a “positive synergy” between formative and summative assessments is the key for effective implementation of formative assessment.



## Formative use of summative assessment

### Summative assessment

- What have students achieved?
- End of unit/term/semester assessment
- How are students going in reference to the norm data?



### Formative assessment

- Questioning
- Feedback
- Sharing criteria
- Self-assessment

## Assessment of Languages Competence (ALC)

### Assessment of Languages Competence (ALC)

- Recognition of Achievement by providing a certificate.
- Provision of various types of instant reports.

#### Group Report

Group Report shows student performance against each question within a test as well as student performance on that test overall.



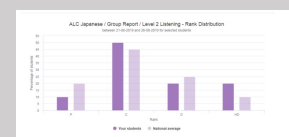
#### Individual Report

Student's overall results, plus performance on each item. The level of achievement descriptor and comparative data is also provided.



#### Comparison Data

The 4 achievement levels have been set based on distributions of results achieved by ALC test takers. These distributions are also included in the reports.



## Summative use of the ALC

### ALC Certificate

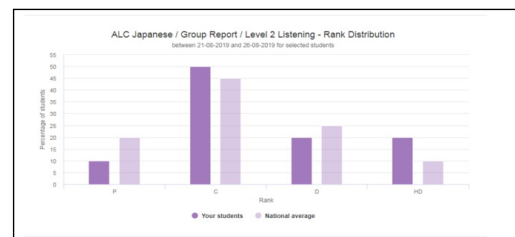
Students who sit both the Reading and Listening assessments in a certificate level will receive a physical ALC certificate from ACER.



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### Comparison data

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## Formative use of the ALC

Assessment data, such as the ALC data, often contain information about students'

- overall levels of attainment in a subject area;
- areas of strength;
- misunderstandings and areas of difficulty; and
- levels of attainment in sub-areas of learning;

### ALC construct

- Word Matching (WM)
- Synonymous Information Matching (SM)
- Interpreting Explicitly Stated Information (IE)
- Inferring Information Not Explicitly Stated (IN-I), and
- Inferring a Global or Main Idea (IN-G)



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## Formative use of the ALC

### Sample data – Group Report: Japanese Level 1 Listening (ALC)

					Q Classification	WM	WM	WM	WM	SM	WM	SM	SM	IN-I	IE	WM	WM	WM	SM	IN-G	SM	IE	WM	SM	WM
					% correct within group	76%	52%	62%	19%	48%	81%	67%	38%	95%	86%	90%	90%	90%	95%	100%	86%	71%	95%	14%	90%
Family name	Given name	Completed	Raw score	% Correct	Achievement level	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Student	One	22/08/2019	21	84	D	✓	✓	✓	x	✓	✓	✓	x	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	x	✓
Student	Two	22/08/2019	20	80	D	✓	✓	x	x	x	✓	✓	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓
Student	Three	22/08/2019	22	88	D	✓	✓	✓	x	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	✓
Student	Four	22/08/2019	19	76	C	✓	✓	x	x	✓	✓	x	x	✓	✓	✓	✓	✓	✓	✓	✓	x	✓	x	✓
Student	Five	22/08/2019	20	80	D	✓	x	✓	x	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	✓	x	✓
Student	Six	22/08/2019	22	88	D	✓	✓	✓	x	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	✓
Student	Seven	22/08/2019	18	72	C	✓	x	✓	x	x	✓	x	✓	✓	✓	✓	✓	x	✓	✓	✓	✓	✓	x	✓
Student	Eight	22/08/2019	16	64	C	✓	✓	x	✓	x	✓	x	x	✓	✓	✓	✓	x	✓	✓	x	x	✓	x	✓
Student	Seven	24/01/2020	21	84	D	✓	x	✓	✓	x	x	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓
Student	Nine	22/08/2019	20	80	D	✓	x	✓	x	✓	✓	✓	x	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	✓

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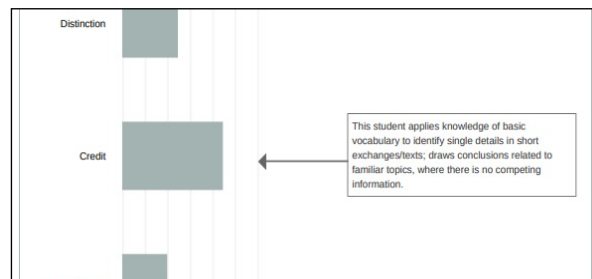


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## Formative use of the ALC

### Sample data – Individual Report: Chinese Level 1 Listening (ALC)

Q	Item description	Match type	Result
9	Identifies a detail from synonymous information in a short conversation about modes of transportation	Synonymous match	✓
10	Identifies a detail in a non-prominent position in a short speech	Word match	✓
11	Identifies a detail in a short, casual conversation about forms of transport	Word match	✓
12	Identifies an instruction in a short classroom conversation	Synonymous match	✓
13	Identifies a detail in a short dialogue in a pet shop	Word match	✓
14	Identifies a detail in a short classroom presentation which includes competing information	Synonymous match	N/A
15	Infers information not explicitly stated, using clues in a short conversation	Inferring information not explicitly stated	N/A

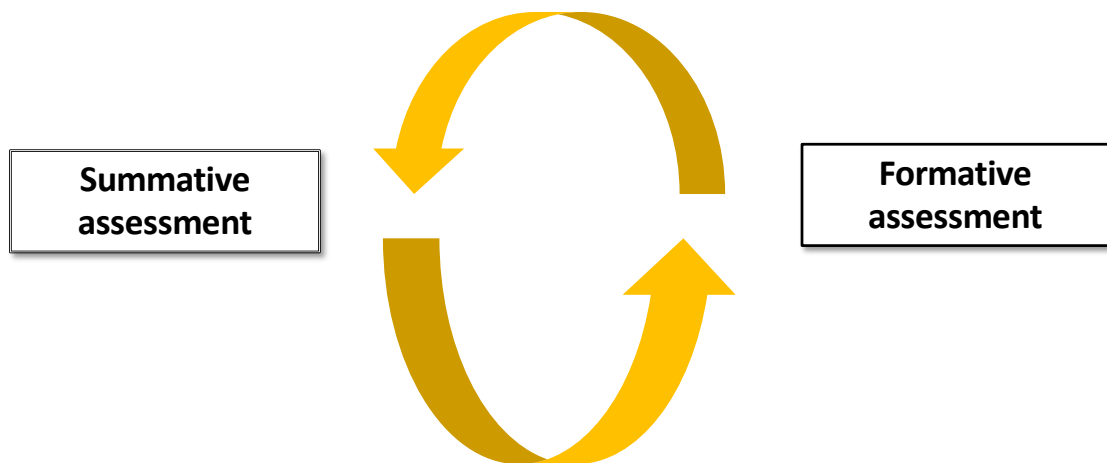


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## Conclusion



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