

# Bringing variety and value to evaluation and assessment

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## In this talk

- the challenges we face
- formal assessment with mixed groups
- options for more informal continuous assessment
- useful resources

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- **the challenges we face**
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# Evaluating students

What challenges do you face?

- time
- logistics (e.g. for individual oral assessment)
- materials
- *washback effect*
- parents

# Evaluating students

What challenges do you face?

- time

Is there enough time in class to teach *and* assess students?

- logistics (e.g. for individual oral assessment)

Where? When? What will the others in the class be doing?

- materials

Where am I going to find materials for practice and revision?

- *washback effect*

Do we *test what we teach*, or *teach what we test*?

- parents

Do they value learning? Or just good grades?

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# Evaluating mixed-ability groups

## What we need to remember

- Some students respond to tests with greater anxiety than others
- Not all students have equal attention spans
- Students work at different paces
- As well as looking back (*summative*), tests should also help students look ahead (*formative*)

# Reality check

- Teachers have to conform to school evaluation policy
- We do not have much freedom to change the way we assess
- Heads, parents, and students must have their expectations met
- There **are** still ways to reform and innovate your methods



# Three tweaks to traditional formal testing

- Test box
- Two-step testing
- Ten more points

# Test box

## Setting up

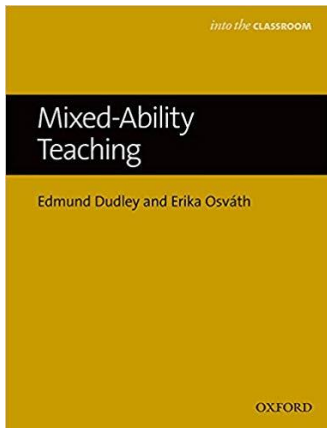
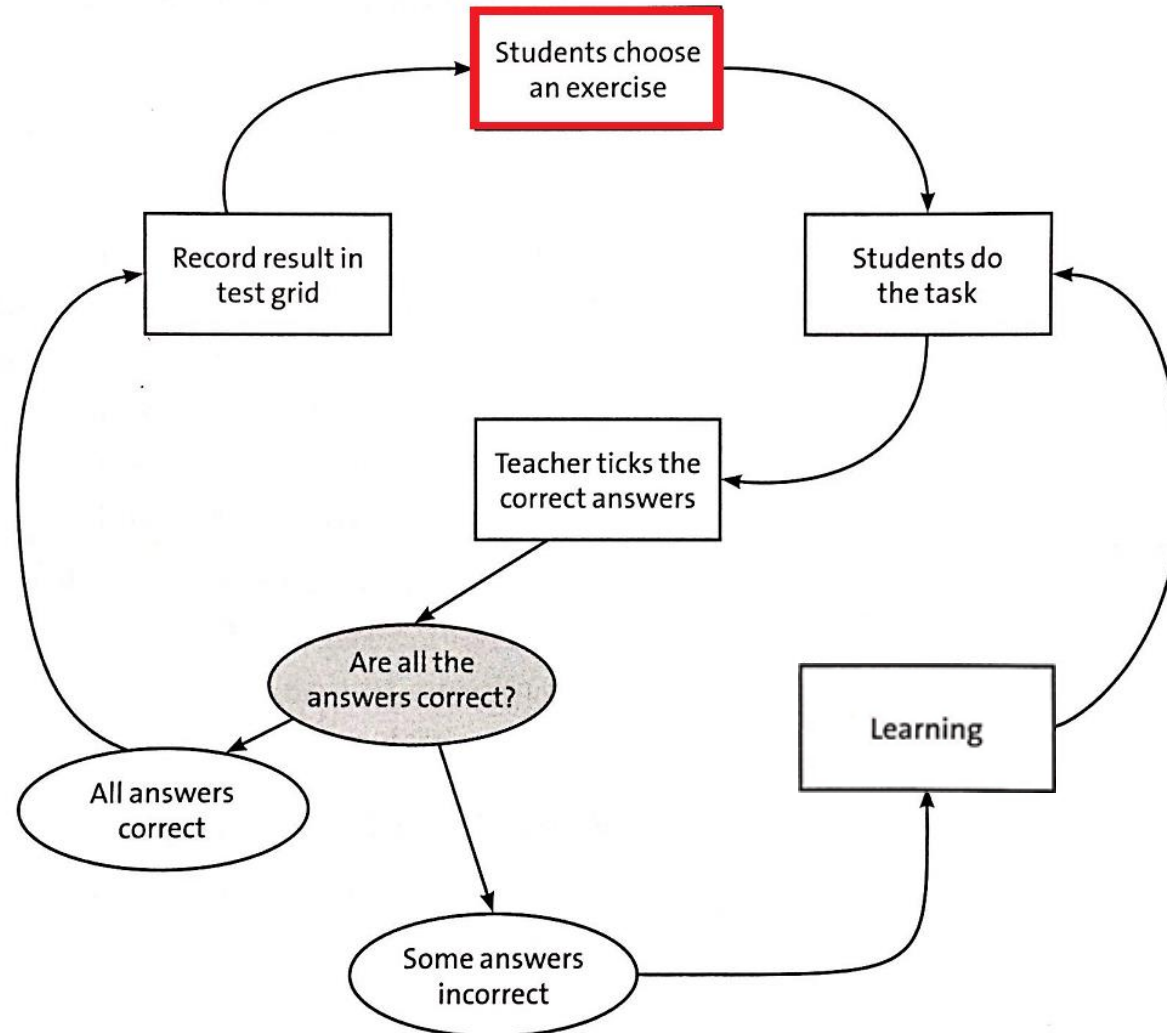


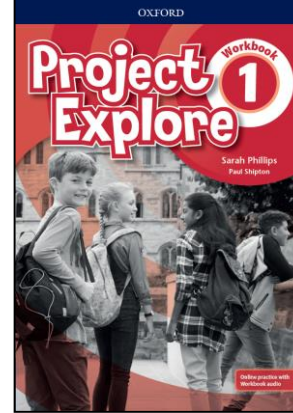
- make multiple copies of the test
- cut up each test so there is one exercise on every paper
- put all the pieces of paper into the test box
- inform learners in advance
- devote *some* time in the lesson to test-box activities
- learners select exercises to complete
- they have several lessons in which to complete all the exercises



# Test box

## Flowchart





# In-between learning

- collaborative
- students can discuss in L1
- students are often receptive to help given by a classmate
- being able to explain something proves you understand it yourself

## Posvojni pridjevi i zamjenice

Kako bismo govorili o stvarima koje posjedujemo koristimo posvojni pridjev + imenicu.

Winston is **their** cat.

Posvojne zamjenice koristimo kako bismo govorili o stvarima koje posjedujemo bez imenice.

Winston isn't our cat. He's **theirs**.

	pridjev	zamjenica
I	it's my book	it's mine
You	it's your book	it's yours
He	it's his book	it's his
She	it's her book	it's hers
We	it's our book	it's ours
They	it's their book	it's theirs

Kako bismo pitali o posjedovanju koristimo upitnu riječ *whose* (čiji). Za odgovor koristimo posvojnu zamjenicu.

**Whose** book is this?

It's not mine.

**Whose** are these?

They're yours.

## Test box

- smaller and more manageable testing sessions
- less anxiety
- students can work at their own pace
- scope for *in-between learning*

# Two-step testing

a single-lesson variation of test-box

- 3 x 15 minutes
- Part 1: learners do a short written test individually
- Instant marking: teacher ticks all correct answers and records %; tests returned
- Part 2: learning-teaching: students can read up and also discuss together; no writing allowed
- Part 3: attempt #2
- Instant marking: teacher corrects test and records final %

# Two-step testing

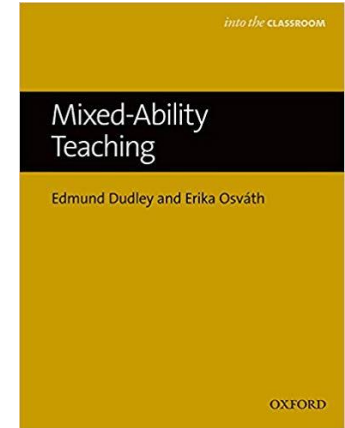
## Grading options

Example:      Attempt #1 = 78%  
                    Attempt #2 = 90%

- only attempt #2 counts:  
    final score: **90%**
- both attempt #1 and #2 count:  
    final score:  $(78 + 90) / 2 = \mathbf{84\%}$

# Two-step testing

- combines testing and learning
- sees errors as opportunities for learning
- enables peer-teaching and collaborative learning
- reduces anxiety
- gives teacher options





## Ten more points

Conventional formal test results do not tell “the whole story”

1.) Attainment of concrete language goals **is** important

2.) So is effort and attitude. Students need grit and resilience.

# Grit

The importance of effort

Two components:

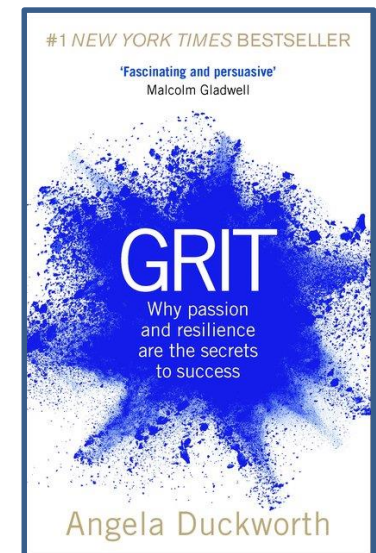
**passion** (staying focused)

**perseverance** (bouncing back from setbacks)

talent x **effort** = skill

skill x **effort** = achievement

Angela Duckworth *Grit*



# The puzzle

A good test should acknowledge both achievement and effort.

So how can we acknowledge *effort* in tests, especially when students have tried hard but not done well?

## Ten more points

(Assuming there is a 'big test' every month or so)

- Give students the test as usual (e.g. total score = 60 points)
- Add 10 more points to the total ( $60 + 10 = 70$  points)
- The additional points are awarded for **effort and attitude** over the previous month
- Award points on the basis of: tasks completed; willingness to volunteer; attitude to group work; willingness to help and ask for help; etc
- Transparency: two weeks before the test, students can ask where they stand: teacher keeps an ongoing record and can suggest remedial steps

# Ten more points

An example

Conventional testing	Student A	Student B	Student C
Test score	56/60 = 93%	27/60 = 45%	44/60 = 73%
Final score	93%	45%	73%

Alternative testing	Student A	Student B	Student C
Test score	56/60 = 93%	27/60 = 45%	44/60 = 73%
Additional points for effort and attitude	8/10	10/10	4/10
Final score	64/70 <b>91%</b>	37/70 <b>53%</b>	48/70 <b>69%</b>

## Ten more points

- works within the existing system of assessment
- promotes and rewards effort
- incorporates more subjective, harder-to-measure criteria
- includes continuous assessment
- combines process and product
- acknowledges the role of each individual as a member of a group
- allows tests to reflect what has actually been happening

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- **options for more informal continuous assessment**
- useful resources



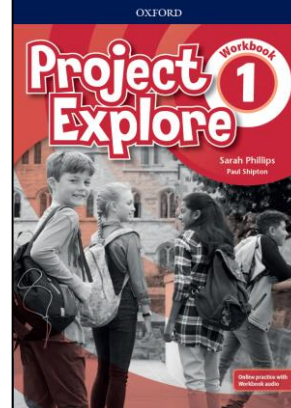
# Options for more informal continuous assessment

- self-assessment
- peer evaluation

# Self-assessment

- helps learners to become awareness of strengths and weaknesses
- simple to administer (self-survey)
- useful awareness-raising tool

# Self-assessment



Look back at your work in Unit 2 (Student's Book pp22–33) and complete the table.



Can you...?	Yes, I can	I need more practice
describe what is in your home: What is in your bedroom? _____		
talk about possessions: Whose pen is in your hand? _____		
write and talk about what you can do in your town		
make a suggestion about what to do with your friends after the English class: _____		
answer your friends' suggestions: _____		

## peer evaluation

### *buddy feedback*

- make sure students understand how to give constructive criticism (e.g. *One thing you could try is...* instead of *That was rubbish*)
- give students a speaking task to do in pairs
- encourage them to video-record their turns using a phone
- between takes, the camera operator can offer advice and constructive criticism
- share the final products and watch them in class

## peer evaluation

prompts for *buddy feedback*

What were you happy with?  
What didn't you like about that?

I like the way you...  
My favourite part was when...

One thing you could try is...  
I think it would be better if...  
Watch out for...

content and  
ideas

accuracy

vocabulary

pronunciation  
features

fluency



# peer evaluation

## *buddy feedback*

- constructive criticism of speakers in listening task

**4 SPEAKING** Work in pairs. Which speaker's idea was the best? Which one was the worst? Give reasons for your answers.

- paired speaking task with buddy feedback

### Student A

Tell Student B about a time when:

- you rose to a challenge.
- you made progress with hard work.
- you solved a problem.

### Student B

Tell Student A about a time when:

- you achieved a goal.
- you took advantage of an opportunity.
- you put your mind to something.

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# Online practice

<https://elt.oup.com/student/solutions>

**OXFORD**  
UNIVERSITY PRESS

Intermediate

Third Edition  
**Solutions**

Students > Solutions > Intermediate 3rd Edition > Grammar > Exercise 1 - The passive

7

## Exercise 1 - The passive

**Complete the sentences with the passive form of the verbs in brackets. Use contractions where possible.**


1. English  (speak) all over the world.
2. I can't use my computer at the moment. It  (repair).
3. This book looks old. When  (it / write)?
4. We put our house up for sale last month, but it  (not sell) yet.
5. Their car wasn't in the car park. It  (steal).
6. The 2012 Olympic Games  (hold) in London.
7. Italian  (not teach) at the school I go to.
8. Next week the sports centre  (close) for three days.


Score
See answers
Start again




# Headway 5th edition

Workbook review with online support

 **Go online for more writing practice**

 **Go online to Check your progress.**

 **Go online for more skills  
and language practice.**

## REVIEW

Read the text about Edwina Grosvenor  
and choose the correct answers.



# Headway 5th edition

## Workbook activities for continuous assessment

### Stop and check Units 5–8

1 Complete the sentences 1–16 with the correct word from below.

1 We don't have a choice, we \_\_\_\_\_ sell our house. We need the money.

*have to      might      should*

2 I \_\_\_\_\_ forget my grandpa's birthday.

*can't have      don't have to      mustn't*

	1		2			3
6						
8						
					10	
12				13		
				17		
		19				

2 Use the clues to complete the crossword.

#### ACROSS

1 The \_\_\_\_\_ of a crime is the person who suffers it. (6)

4 I feel very \_\_\_\_\_ of the success we've achieved. (5)

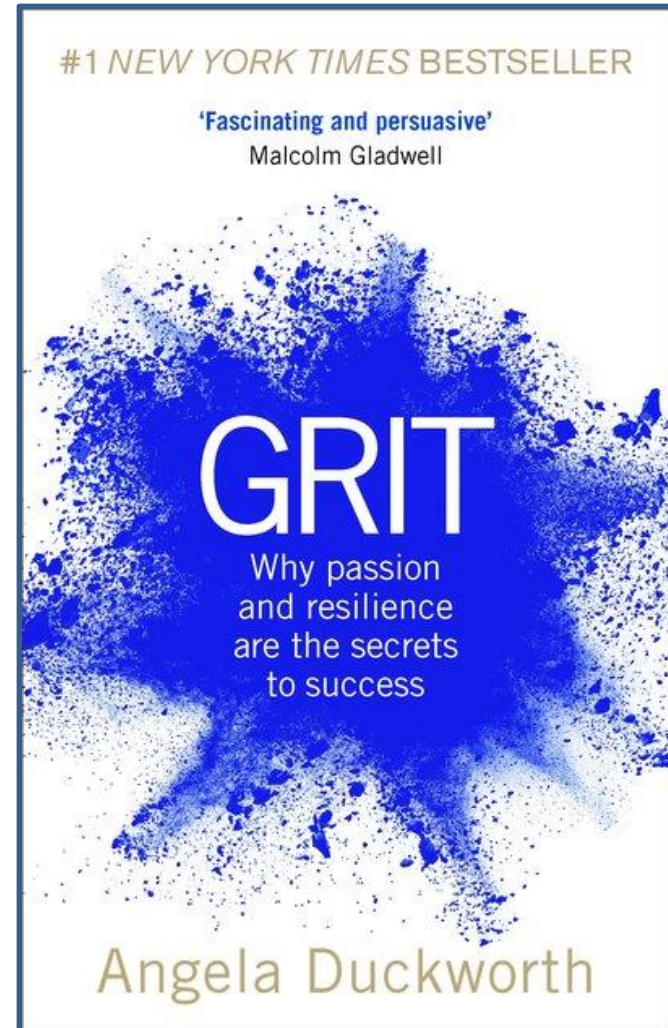
7 \_\_\_\_\_ can't buy chewing gum in Singapore. (3)

8 Jim \_\_\_\_\_ to pay for lunch, but I refused. (7)

# Grit

Angela Duckworth (2016) *Grit*

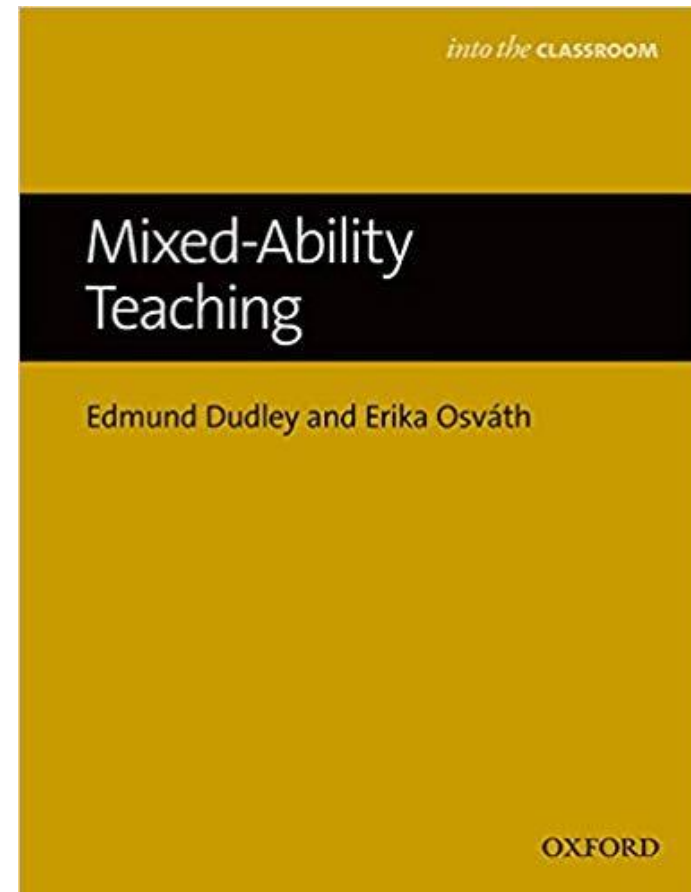
- the importance of effort
- the value of *deliberate practice*



# Mixed-Ability Teaching

## *Mixed-Ability Teaching*

- practical ideas for the classroom
- includes a chapter on assessment



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Slides here:

[legyened.edublogs.org](http://legyened.edublogs.org)