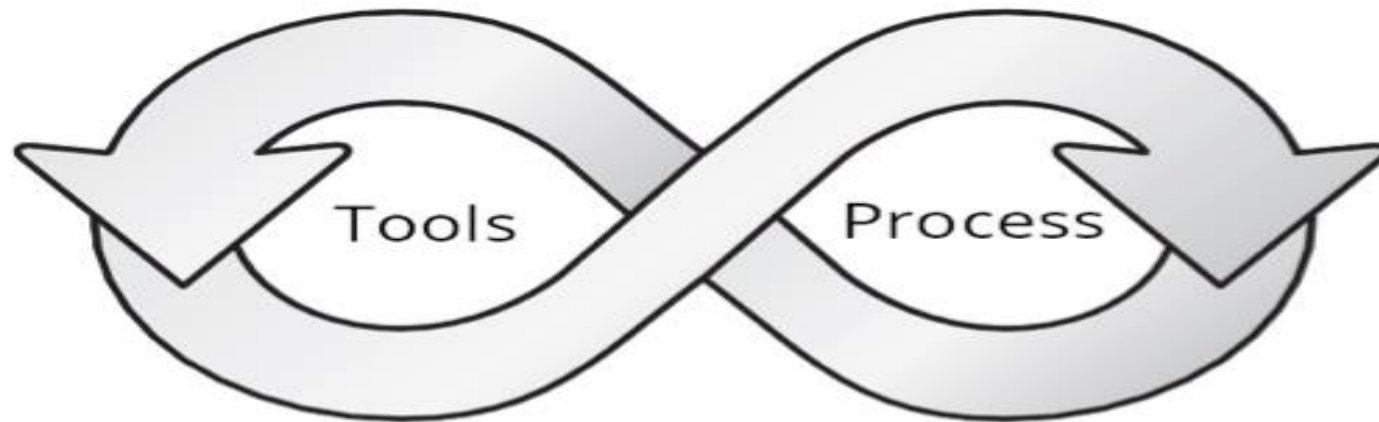


FORMATIVE ASSESSMENT

a process rather than a tool

Professional Development of Teachers

by Mgr. Danka Sekerková



Why do students hate tests?



IF YOU DON'T STUDY

You shall not pass!

How did you find tests when you were a student?

A: FAIR

B: NOT FAIR

C: STRESSFULL AND THREATENING

D: HELPFUL AND INFORMATIVE



And now? How do you find tests?

A: FAIR

B: NOT FAIR

C: STRESSFULL AND THREATENING

D: HELPFUL AND INFORMATIVE

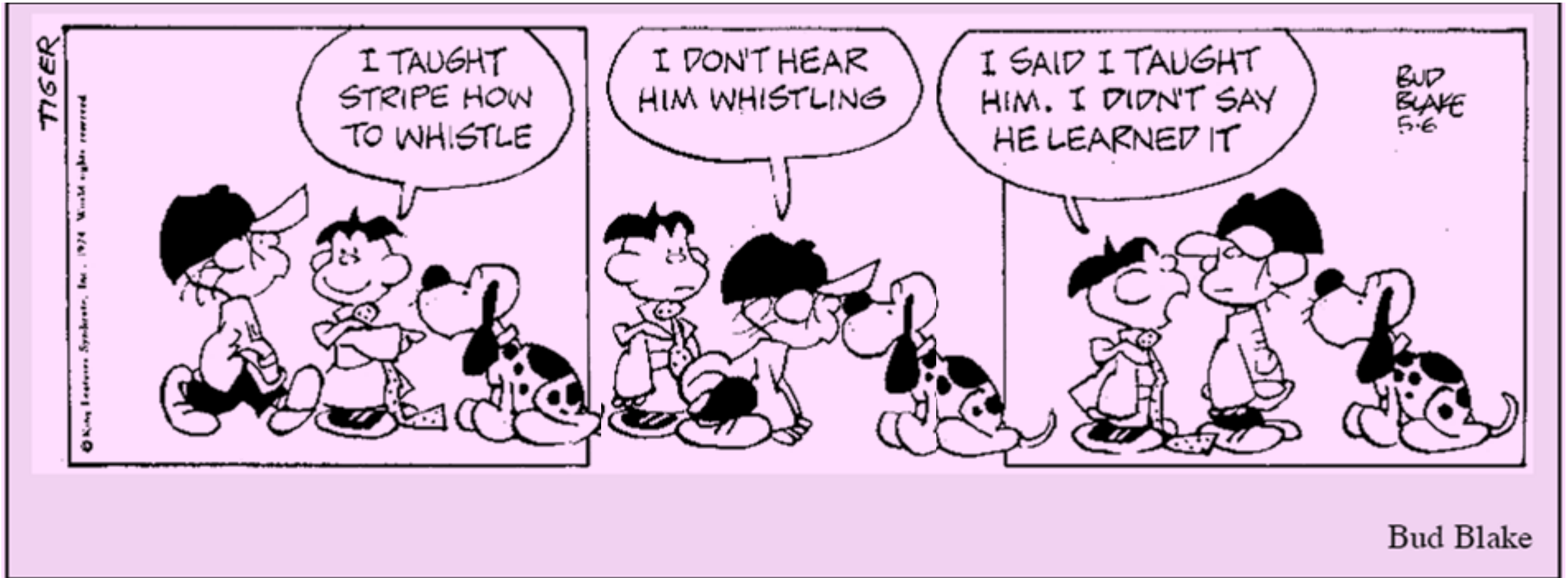


Agenda

- Bridge Between **Teaching** and **Learning**
- Assessment **OF** and **FOR** Learning
- **Strategies** of Formative Assessment

Bridge Between Teaching and Learning

Teaching-Learning Trap





Is learning proceeding in the intended direction?

Assessment

Teaching



Learning

Assessment OF and FOR learning

OF

Summative assessment

- after the learning has happened
- What the student has achieved?
- marks/grades

FOR

Formative assessment

- a part of the continual learning process
- What are students' strengths/weaknesses?
- suggestions for improvement

Formative Assessment:

doubles the speed of student learning

Key Principles:

1. **evidence** from the A serves rather than the A itself
2. who is doing the A (**teacher, peer, learner**)
3. **decision** about the next steps in instruction

Strategies of Formative Assessment

1. Learning Intentions

I can buy a ticket at the cinema



1.6

SPEAKING At the cinema

I can buy a ticket at the cinema.

WHAT'S ON JOIN OUR CLUB BOOK NOW

FILMWORLD

True Love 6:15 / 8:15
Return of the Dead 6:20 / 8:40
ZooWorld 6:30 / 8:30
Crime of the Century 6:45 / 9:00
Toy Story 6 6:15 / 8:15

TRUE LOVE

VIDEO AT THE CINEMA

Lee: So, what's on?
Amy: The new Tom Lewis movie, *True Love*. It starts in ten minutes.
Lee: No way! I want to see *ZooWorld*.
Amy: I don't like fantasy films. They're boring.
Lee: Oh, come on, please.
Amy: Oh, OK.
...
Lee: Can I have two tickets for *ZooWorld*, please?
Tess: Sure, which screening?
Lee: The 6.30.
Tess: I'm sorry, it's sold out ... Oh, no, hold on! There are two seats.
Lee: Great!
Tess: But they're in the front row.
Amy: Lee, I don't want to sit in the front row!
Lee: OK ... I'd like two for *True Love* at 6.15, please.
Tess: Row seven. Is that OK?
Lee: Yes, thanks. How much is that?
Tess: That's twelve fifty, please.
Amy: Here you are.
Tess: Thank you. Enjoy the film!
Lee: Yeah, right.

No way! Come on, please! Hold on!

OUT of class

1 CLASS VOTE Look at the cinema programme and say what types of film are on. Which ones would you like to see?

I think *True Love* is a romantic comedy.

I'd like to see it.

2 1.5 1.34 Watch or listen. Answer the questions.

- Which film do Lee and Amy go to see?
- What time does it start?
- How much is each ticket?

3 1.35 Complete the dialogue below with one word in each gap. Listen and check.

Speaking At the cinema

You need to say:

- What's on?
- Can I have two tickets for *ZooWorld*, please?
- I'd like two for *True Love*, please.
- The 6.15 screening.
- How much is that?
- Here you are.

You need to understand:

- Which screening?
- I'm sorry, it's sold out.
- There are two seats in the front row.
- Row seven. Is that OK?
- That's twelve fifty, please.

Krystal: Can I have two ¹ tickets for *True Love*, please?
Tess: Which ² _____?
Krystal: The 8.15 screening.
Tess: Here you are... Two tickets in ³ _____ five.
Krystal: How ⁴ _____ is that?
Tess: That's twelve fifty, ⁵ _____.
Krystal: ⁶ _____ you are.
Tess: ⁷ _____ you, enjoy the movie.

4 In pairs, buy tickets for a film from Exercise 1. Use the Speaking box to help you.



1.7

WRITING A personal introduction

I can write a personal introduction to a webpage.

Lee Marshall
Harlow Mill, near London, England
alternative/lo-fi

About me

My name is Lee Marshall and I'm fifteen. I'm English. I live with my parents and my sister, Ruby, in Harlow Mill, near London. I'm in Year 10 at Harlow Mill High School. My favourite subjects are Music, Art and English. I like books and movies but my big passion is music. My favourite band is Arcade Fire — they're from Canada and they're awesome. In my free time, I sing and play the guitar. I make music on my laptop every day and I sometimes write songs. Click on the media player to listen to them and tell me what you think!

1 NO WAY! 3:20 BUY

2 COME ON, PLEASE! 4:05 BUY

3 NOT RIGHT NOW 3:55 BUY

4 HARLOW MILL BLUES 3:33 BUY

Friends

1 CLASS VOTE Have you got a personal webpage like Facebook or Flickr?

2 In pairs, quickly look at Lee's webpage. Which sentence is not true?

- There is a photo of Lee on the webpage.
- You can listen to some of Lee's songs.
- You can look at Lee's photo gallery.
- There is some personal information about Lee.
- You can see some of Lee's friends on his page.

I can write a personal introduction to a webpage

- I can write a personal introduction to a webpage.
- I live with my parents and my sister, Ruby, in Harlow Mill, near London. I'm in Year 10 at Harlow Mill High School. My favourite subjects are Music, Art and English. I like books and movies but my big passion is music. My favourite band is Arcade Fire — they're from Canada and they're awesome. In my free time, I sing and play the guitar. I make music on my laptop every day and I sometimes write songs. Click on the media player to listen to them and tell me what you think!
- Interests/Hobbies
I like/I'm into/I'm mad about ...
I'm interested in/My big passion is ...
My favourite ... is ...
In my free time/Outside school I ...
I often ...
- Routines
I often/sometimes/usually ...
I ... once a week/every day.

3 In pairs, read Lee's introduction. Tick (✓) the things he writes about.

- ☐ School ☐ Nationality ☐ Hobbies
☐ Best friend ☐ Name and age
☐ Family/hometown ☐ Personality
☐ Interests (books, music etc.)

4 Look at Lee's profile again. Say how you are similar to or different from Lee.

He's English but I come from Poland.
He's got a sister and I've got a sister too.

5 Look at the Writing box. Complete the sentences to make them true for you. Look at Lee's text to help you.

Writing Time

6 Write a personal introduction for a webpage. Use the Writing box and Lee's text to help you.

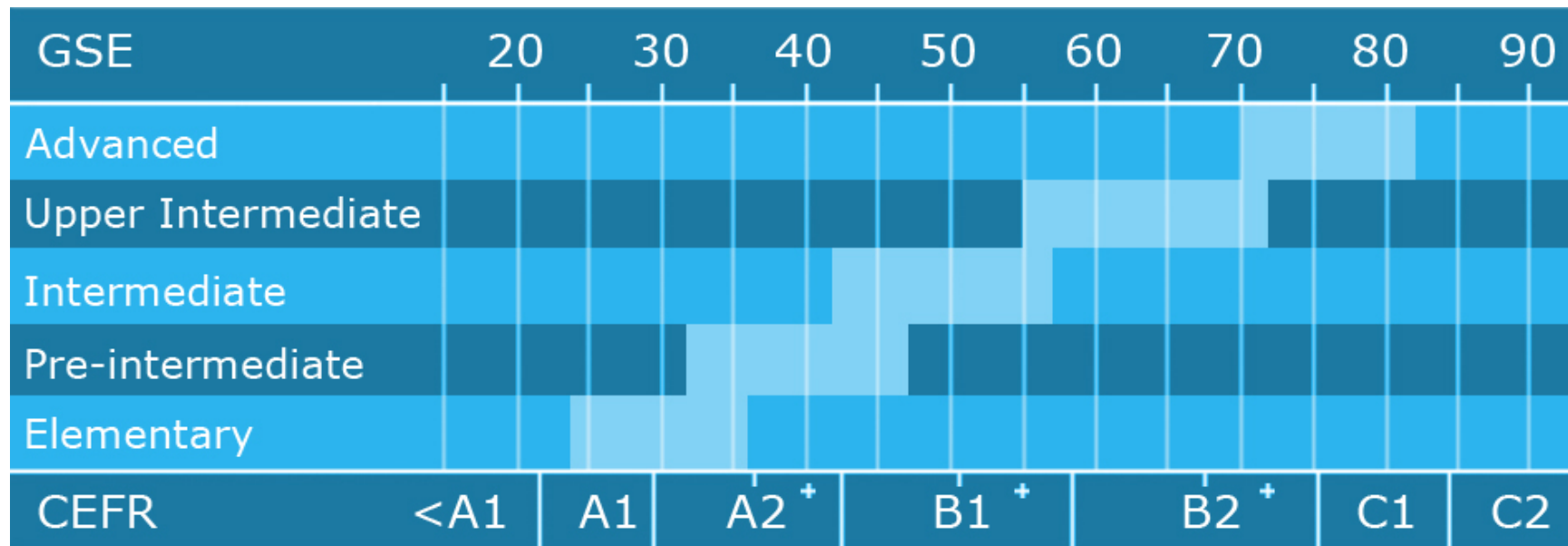
Write about:

- personal details
- interests and hobbies
- routines

1. Criteria for Success

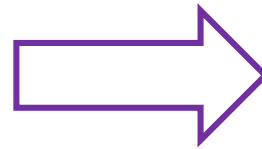
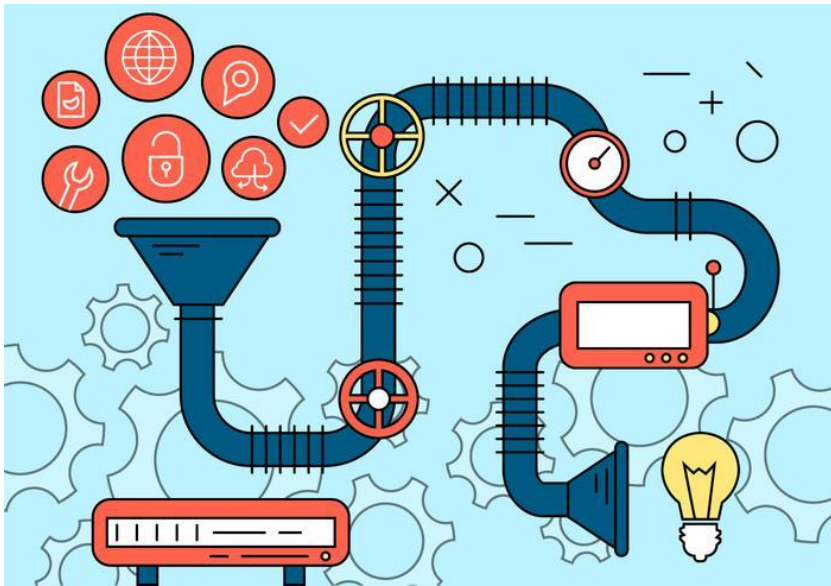
Task-Specific vs. Generic Criteria?

- teachers **can design** success criteria for **one specific task**
- **generic criteria:** marks, maturita, CEFR, GSE, IELTS...



Processed-Focused vs. Product-Focused

- process-focused guidelines (FA)



help students and bring them to the product success (SA)

Practical Techniques

Learning intention:

to write a characteristic of a person

Product:

readers will feel as if they know the person

Process:

- hobbies and interests
- attitudes toward self and others
- examples of extrovert or introvert personality
- examples of likes and dislikes

Practical Techniques

- have students to co-construct success criteria e.g.:
 - ✓ use sample pieces of student work from the previous year
- students spot errors in other students' essays
- **result:** they are less likely to repeat these errors in their own essays

- ✓ compare student's own work to exemplary student work
- choose **three best essays** and make copies of them
- do not write anything on any essay
- returned the students' essay along with the copies of three best essays
- **ask students:** What features made them strong essays?

2. Eliciting Evidence of Student Learning

Is pear fruit?



Is pear fruit?
Is water uncountable?

Original

Why is pear an example of fruit?
Why is water uncountable?

Reframed

- **Question Shells**

- frame questions in ways that are more likely to reveal students' thinking:

“**WHY** is _____ an example of _____?”

- **Question Shells**

- use contrast in question

“Why is and not?”

Original

Is water uncountable?

Is “do” an irregular verb?

Reframed

Why is water uncountable and a banana not?

Why is “do” an irregular verb and “work” not?

- **Hot-Seat Questioning:**



series of follow-up questions

- **Hand Signals:**

“thinking thumbs”

up = yes,

down = no,

horizontal = don't know

- **ABCD Cards**

- **Cards: ✓ X ?**



- **Mini Whiteboards:**
 - provides more flexibility



- **Exit Passes:**
 - end of the lesson/topic questions

3. Providing Feedback

Effectiveness of different kinds of feedback

- 132 students in age of 18
- 2-day period for feedback

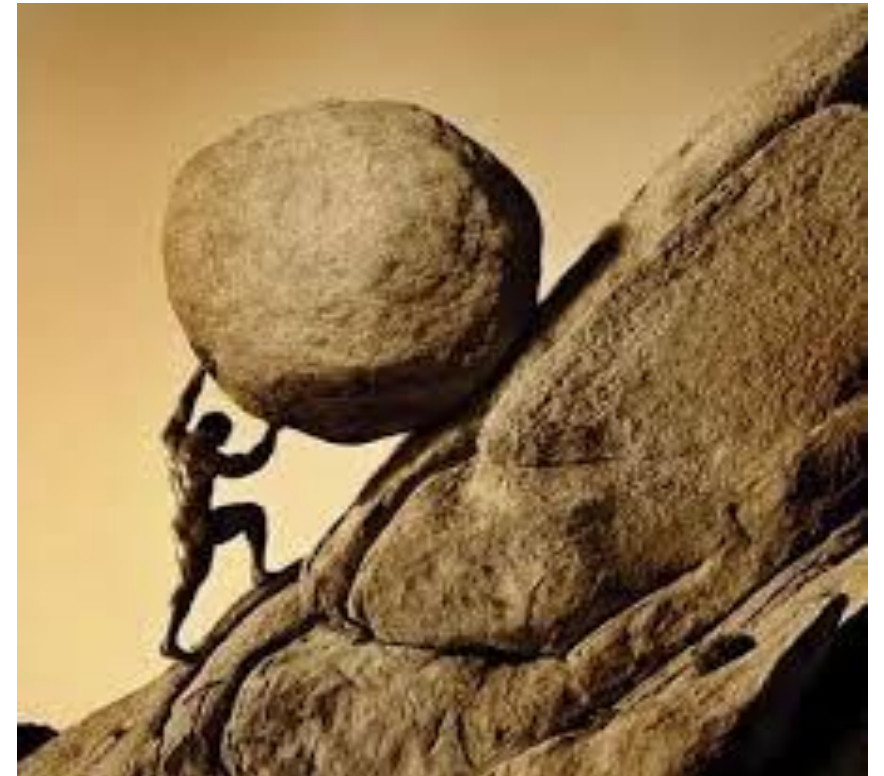
1st group = marks

2nd group = comments

3rd group = scores + comments

Effectiveness of feedback from the 1st lesson to 2nd lesson:

- 1st group: no progress
- 2nd group: 30% higher
- 3rd group:
 - A: more than 70 % higher
 - B: about 50 % higher
 - C: about 30% higher
 - D: no progress at all



Factors affecting the effectiveness of feedback

- **Praise**

- no effect on achievement:

ego  academic work

- **Timing**

- regular feedback

- **Scaffolding comments**

- give minimum amount of support

- **Action oriented comments**

- provide a recipe for future action

4. Cooperative Learning

Practical Techniques

- **C3B4ME** “See three before me”
- **Peer Evaluation of Homework**
- **Error Classification**

- ***‘Any questions?’***



- **End-of-Topic Questions/Summary**
 - students have to come up with at least one question

5. Self- Assessment

Self-Assessment

- involves the student combining:
cognitive resources
emotions
actions to carry out (set their own learning goals)
- research shows: the rate at which students were learning almost doubled

Metacognition

- recognize own cognitive resources

Ask students:

“I would learn better in English lessons if...”

Motivation

A: Teacher

B: Student

C: Grades

D: Parents

How can teachers support Self-Assessment?

- ✓ **Share learning goals** with students.
- ✓ Give **constructive comments** rather than grades.
- ✓ Provide a recipe for **future action**.
- ✓ Transfer **control of the learning to the students**.



1.8

SELF-ASSESSMENT

For each learning objective, tick (✓) the box that best matches your ability.

😊😊 = I understand and can help a friend.

😞 = I understand but have some questions.

😊 = I understand and can do it by myself.

😞😞 = I do not understand.

		😊😊	😊	😞	😞😞	Need help?	Now try ...
1.1	Vocabulary					Students' Book pp. 10–11 Workbook pp. 6–7	Ex. 1–2, p. 17
1.2	Grammar					Students' Book p. 12 Workbook p. 8	Ex. 3–6, p. 17
1.3	Reading					Students' Book p. 13 Workbook p. 9	
1.4	Grammar					Students' Book p. 14 Workbook p. 10	
1.5	Listening					Students' Book p. 15 Workbook p. 11	
1.6	Speaking					Students' Book p. 16 Workbook p. 12	Ex. 7, p. 17
1.7	Writing					Students' Book p. 17 Workbook p. 13	

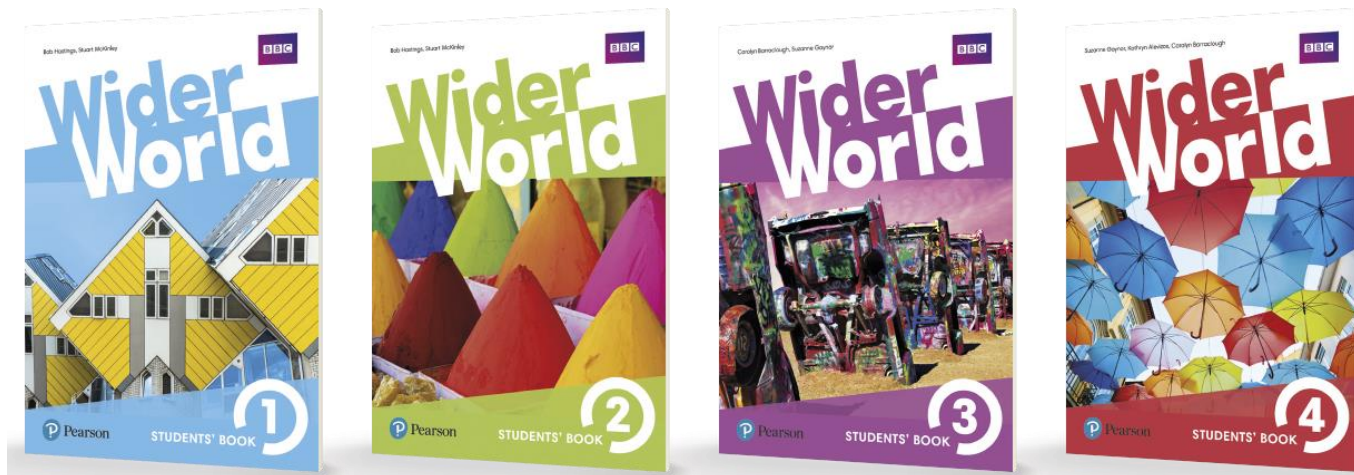
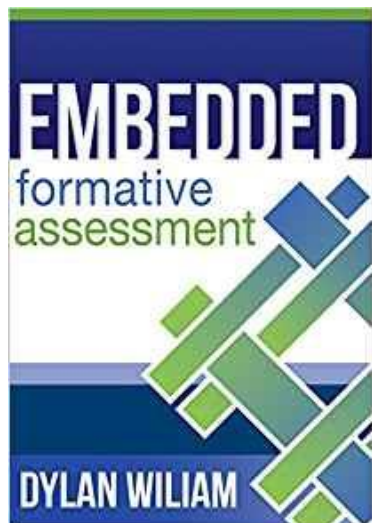
What can you remember from this unit?

New words I learned
(the words you most want to
remember from this unit)

Expressions and phrases I liked
(any expressions or phrases you think
sound nice, useful or funny)

**English I heard or read
outside class**
(e.g. from websites, books,
adverts, films, music)

	Where the learner is going	Where the learner is right now	How to get there
Teacher	1. Clarifying and sharing Learning Intentions and Criteria for Success	2. Eliciting Evidence of student learning	3. Providing Feedback that moves learning forward
Peer	Understanding and sharing learning intentions and criteria for success	4. Activating learners as instructional resources for one another (Cooperative Learning)	
Learner	Understanding learning intentions and criteria for success	5. Activating learners as the owners of their own learning (Self-Assessment)	



To get more information, please contact me at:

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