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Module ML3: Learner Assessment

Includes:

- **Teacher's compendium:**
 - Overview of the content and teaching methods of the module/Outline of topics and concepts covered in the module;
 - List of learning outcomes associated with the module;
 - References (including only the references used for module design), reading list (essential readings not necessarily before the module) and further reading suggestions (digging deeper);
- **Teaching unit: X no. of fundamental topics and advanced skills (= content) with hands-on research-informed, experiential and cooperative activities and materials;**
- **Reflection tool kit for students and assessment/reflection suggestions for teachers.**

Teacher's Compendium (for the whole module)

Overview

- The course is relevant for local, national, international contexts
- Target audiences - in-service, pre-service teachers

Structure of content

1. Pre-service and in-service teachers' conceptions of assessment. Understanding of the nature and purpose of how language students' learning is examined, evaluated and assessed
2. Developing assessment literacy regarding plurilingual approaches
3. Specific classroom assessment practices
4. Different perspectives on assessment for learning as contrasted to assessment of learning
5. Specific classroom assessment methods, practices and scenarios (bilingual, multilingual, plurilingual)
6. Supporting and evaluating student learning in different types of settings (bilingual, multilingual, plurilingual)
7. Beyond teachers' knowledge and assessment: investigating pre-service and in-service teachers' approaches to assessments in relation to their classroom teaching and learning contexts.





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UNIT:

1



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Template for TEACUP activities/unit description

Overview of Unit 1:

The aim of this Section is the understanding of the nature and purpose of how language students' learning is examined, evaluated and assessed by continually expanding and deepening our trainees' conceptions of assessment (CoA) in order to foster assessment literacy among practitioners (Daneen & Brown, 2016 – See Further reading).

AIM: to establish what assessment, testing and evaluation is and to reflect on your own assessment, testing and evaluation experiences;

Unit's Learning Outcomes:

- By the end of the unit pre-service and in service teachers will be able to
- ✓ reflect on their own experiences with assessment, testing and evaluation strategies
 - ✓ establish what assessment, testing and evaluation is

Activity 1



Setting up Activity 1

GROUP SIZE

up to 25 students

ESTIMATED TIME

25–35 minutes

TRAINING METHODS

pair work, group work

MATERIALS

an excerpt from a book



EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms



Activity 1

Trainer's Notes

Students work in pairs and write the definition of testing, evaluation, and assessment. Check students' ideas against and the book excerpt in the power point slide. Have a short discussion.



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Activity 2



Setting up Activity 2

GROUP SIZE

up to 25 students

ESTIMATED TIME

45 minutes

TRAINING METHODS

individual work, group discussion

MATERIALS

a template



EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle



Activity 2

Trainer's Notes

Students work individually and make a profile of themselves as a language learner. Use the gingerbread man template. Show it on the powerpoint slide.

Students should mark different languages they know linking them to different colours or symbols.

Ask students to think about their learning experiences of being tested, evaluated and assessed throughout their life and education and add this information next to each of the languages. How did the assessment form make them feel?

Ask them to use colours to represent different forms of assessment.

When they finish, do a whole group discussion. Students should keep the profile, they will need it later in the course.

Activity 3



Setting up Activity 3

GROUP SIZE

up to 25 students

ESTIMATED TIME

120–135 minutes

TRAINING METHODS

group discussion

MATERIALS

power point slides



EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out room



Activity 3



Trainer's Notes

Ask students whether they have ever self-assessed their own language skills (Language self assessment took place in ML1). If so, at what school level. Share experiences.

Ask students if they think that self-assessment can be an effective complement to tests and teacher assessment. Why? Why not? Discuss ideas together.

You may summarize with the following statement:

“The main potential for self-assessment is in its use as a tool for motivation and awareness raising; helping learners to appreciate their strengths, recognize their weaknesses and orient their learning more effectively.” (the CEFR, 2001: 9.3.13)

Discuss the following statements with your students:

Which assessment type is more relevant to the needs of the learners in your education system?

Which assessment type is more appropriate and feasible in the pedagogic culture of your system?



Activity 3

To which extend the assessment of achievement (school-oriented; learning-oriented) and the assessment of proficiency (real world-oriented; outcome-oriented) are balanced and complemented in your system, and to which extend communicative performance is assessed as well as linguistic knowledge?

To which extend is it desirable and feasible to involve learners in self-assessment in relation to defined descriptors of tasks and aspects of proficiency at different levels?



Activity 4



Setting up Activity 4

GROUP SIZE

up to 25 students

ESTIMATED TIME

90 minutes

TRAINING METHODS

group discussion

MATERIALS

power point slides



EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle;



Activity 4

Trainer's Notes

Ask students what they would prefer, taking a test and being graded or receiving only feedback that would help them improve their knowledge and skills. Then refer back to their school/university experience and ask whether they can remember receiving feedback not a grade and what implications this may have had in their learning.

Refer to Barnes (2015) who advocates not grading since research shows that, when offered feedback and a grade, students disregard the feedback. Encourage a short discussion. Then discuss what **SE2R** is and how it could be used in practice (See the ppt slide).

Provide another example. There is another way of assessment: **ipsative assessment** (Hughes, 2014) where a person's current performance is compared with a previous performance.

Ask students about their opinions about this form of assessment. Mention the following Case Study: "Students who participated in the ipsative project were later interviewed about the impact of this type of feedback on their learning and motivation. The results were encouraging. Feedback on progress gave students pride in their work and helped them take a longer term view of learning. Academics reported that marking was less of a chore and more enjoyable when they

Activity 4

focused on student progress. They also thought that the process did not take any longer than conventional feedback. It was, however, difficult to wean students off the instant gratification of grades and some were still concerned that progress should be linked to a higher grade and were disappointed if this did not happen.”

The question is: **How can a language teacher give ipsative feedback?** (See powerpoint)
Reflect on both examples of feedback.



Activity 5



Setting up Activity 5

GROUP SIZE

up to 25 students

ESTIMATED TIME

45 minutes

TRAINING METHODS

group discussion

MATERIALS

none

EQUIPMENT AND SUPPLIES

none

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle;



Activity 5



Trainer's Notes

Students **start writing a reflective journal** based on the readings and discussions. They will hand it in the last class.

Provide reasons why people write reflective journals when they study:

- to make sense of things that happened;
- to speculate as to why something is the way it is;
- to align future actions with your reflected values and experiences;
- to get thoughts and ideas out of your head;
- to share your thoughts and ideas with others.

Writing a reflective journal requires not only that you describe a learning experience, but also that you analyze the topics covered and articulate your feelings and opinions about the subject matter. While reflecting is the main part of keeping a reflective diary, it's also vital that you first participate in a learning activity, make observations and summarize facts and experiences. There is no set structure for writing a reflective journal. Take time to read over previous journal entries and see how new experiences, additional knowledge and time have



Activity 5

altered how you think and feel about the material you've been analyzing and contemplating. This will make the journal more valuable to you personally, as it will shed light on how you've grown. It might be a good idea to choose one person from your group as a "critical friend" and ask him/her to read parts of your journal and add entries to offer new perspectives to your ideas and some food for thought. (source <https://penzu.com/how-to-write-a-reflective-journal>)

UNIT: 2



Template for TEACUP activities/unit description

Overview of Unit 2:

The purpose and effect of the various ways of assessment and testing in an EFL , CLIL and plurilingual classroom

AIM: to discuss the purpose and effect of the various ways of assessment and testing in an EFL , CLIL and plurilingual classroom.

Unit's Learning Outcomes:

By the end of the unit pre-service and in service teachers will be able to

- identify different assessment and evaluation types
- familiarise themselves with various documents used in the standards of testing and the Code of Ethics and the Guidelines for Practice
- compare the ways of assessment in an EFL, CLIL and plurilingual classroom (multilingual and plurilingual assessment)



Activity 1



Setting up Activity 1

GROUP SIZE

up to 25 students

ESTIMATED TIME

90 minutes

TRAINING METHODS

group work

MATERIALS



EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms



Activity 1

Trainer's Notes

Create groups of students. Ask them to write down possible ways of assessing and testing learners' foreign language work and progress (a) in a language classroom (b) in a CLIL classroom where a subject is taught in a foreign language. Are they the same or different?

Then, ask the students to rethink what they were saying in terms of:

- ways of testing which could be shared with the student,
- providing accurate information about a student's ability in a foreign language,
- providing necessary information to the teacher for in-school purposes,
- being shared with the whole class, verbally or as a 'performance list',
- motivating or demotivating a weaker learner,
- requiring students to work individually/allow students to work cooperatively with others,
- providing information about what a learner can do, rather than what s/he cannot do,
- being useful for parents (in the case of younger learners),
- being useful for a child's future teacher (in the case of younger learners).

Then, show the powerpoint slide to students and cross-check their ideas against the examples given.



Activity 2



Setting up Activity 2

GROUP SIZE

up to 25 students

ESTIMATED TIME

45 minutes

TRAINING METHODS

individual, group work

MATERIALS



EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle



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Activity 2



Trainer's Notes

Tell the students that you would like them to think of ways of assessment in CLIL education (other than a test). Brainstorm ideas with everyone.

Then, ask students to do the activity in the power point slide individually. Ask them to choose the task type to match the focus of the assessment.

Answer key: 1c, 2b, 3b, 4b, 5a



Activity 3



Setting up Activity 3

GROUP SIZE

up to 25 students

ESTIMATED TIME

90 minutes

TRAINING METHODS

group work

MATERIALS



EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle



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Activity 3



Trainer's Notes

Ask students to think of how the different ways of assessment could be combined to be more effective. Students share their ideas with other students.

Then, show them the Continuous Assessment Card (Fulcher, 2010: 72) in the power point, as an example and compare it with students' ideas.

Extend this activity, and keep adding information to the Continuous Assessment Card as you go along the next Units of the Module



Activity 4



Setting up Activity 4

GROUP SIZE

up to 25 students

ESTIMATED TIME

120–135 minutes

TRAINING METHODS

group work

MATERIALS



EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle



Activity 4

Trainer's Notes

The above points covered the EFL assessment. Nonetheless, schools are becoming more plurilingual and multilingual now, either due to an influx of foreign students or the bilingual education programs implemented in schools. Discuss the question whether multilingual and plurilingual education should affect assessment. If so, how could it be done?

Think: What is the difference between multi- and plurilingual? Share ideas.

Now, rethink your previous answers.

Check Table 2 on p.9, read through it together.

Ask students to go to p.10 of a Cambridge Assessment English document 'What does plurilingualism mean for language assessment? Issue 78, Sept 2020 ISSN: 1756-509 available at <https://www.cambridgeenglish.org/Images/597022-research-notes-78.pdf>

Divide students into four groups according to Table 2 of A framework of assessment in plurilingual situations. Each group reads a text (A, B, C, D), discusses it and notes down the most important

information. Then each group presents their information. All of the information will be needed

Activity 4

in order to compare the EFL assessment to the multilingual and plurilingual assessment. Ask students to work in small groups and prepare a poster. Students should put their posters up and familiarize themselves with all the ideas and have a short discussion about them.

Ask students to reflect on the idea of cross-linguistic mediation and the type of descriptors described in Table 3 on p.11 of the above document. Would they be beneficial in their context?

If you are a multilingual group, you may:

- 1) read a text in one language, and discuss it in another;
- 2) ask a group of students to talk about a current issue in their L1 and students listening to the conversation to comment on it in their L1;

This is to see how the cross- linguistic activities may work in lessons with multilingual students

UNIT: 3



Template for TEACUP activities/unit description



Overview of Unit 3:

The aim of this Section is to increase pre- and in-service teachers' assessment literacy. Teachers' assessment actions have a significant influence on students' learning experience and achievement, therefore, our trainees need to develop assessment literacy and gain knowledge in specific classroom assessment practices (DeLuca, C., Coombs, A., MacGregor S., Rasooli, A., 2019 - See Further reading). The single most cost-effective way to improve our schools is to increase educators' assessment literacy (Popham, 2018 - See Further reading).

AIM: to know the key concepts of assessments and to define different assessment types

Unit's Learning Outcomes:

By the end of the unit pre-service and in service teachers will be able to

- ✓ learn about the key concepts of assessments
- ✓ define different assessment types



Activity 1



Setting up Activity 1

GROUP SIZE

up to 25 students

ESTIMATED TIME

120–135 minutes

TRAINING METHODS

flipped classroom

MATERIALS

Trinity website

EQUIPMENT AND SUPPLIES

Internet connection

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms



Activity 1

Trainer's Notes

This is a flipped classroom activity . Send the instructions to the students before the class. Ask them to Use 1. Introduction to Assessment Literacy (a worksheet and a video) from the Trinity College London. Watch the video and fill in the worksheet.

The link to the videos and worksheets:

<https://www.trinitycollege.com/qualifications/teachingenglish/resources/assessment-literacy>

When in class, get feedback from the students and have a short discussion.

Activity 2



Setting up Activity 2

GROUP SIZE

up to 25 students

ESTIMATED TIME

120–135 minutes

TRAINING METHODS

pair work

MATERIALS



EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms



Activity 2

Trainer's Notes

Ask students to work in pairs and go to **2. Types of assessment** from the Trinity College London, open the worksheet and fill in the worksheet **1) Before watching the video**. Discuss students' ideas with the whole class.

Then ask students to watch the video and fill in **2) During the video** part of the worksheet, and check students' answers.

Subsequently, ask your students to fill in the final part of the worksheet **3) Discussion points**. Put two pairs together and invite them to discuss their ideas.

Summarise open class.

The link to the videos and worksheets:

<https://www.trinitycollege.com/qualifications/teachingenglish/resources/assessment-literacy>

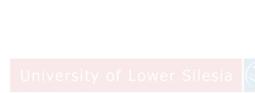
Activity 3



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Setting up Activity 3

GROUP SIZE

up to 25 students

ESTIMATED TIME

25–30 minutes

TRAINING METHODS

pair and group work

MATERIALS



EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms



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Activity 3



Trainer's Notes



Ask students to think about possible repercussions of Assessment-illiterate Educators' decisions. Brainstorm ideas.



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Show a power point slide with Popham's Assessment Literacy for Educators in a Hurry, and have further discussion with students.



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Activity 4



Setting up Activity 4

GROUP SIZE

up to 25 students

ESTIMATED TIME

25–30 minutes

TRAINING METHODS

group work

MATERIALS

texts from the Appendix, flip chart paper



PowerPoint
for students

EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms



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Activity 4

Trainer's Notes

Divide students in groups.

Group 1 should read about 'Assessment of learning' – Appendix 1

Group 2 'Assessment for learning' – Appendix 2

Group 3 'Assessment as learning' – Appendix 3

Group 4 'Initial assessment' – Appendix 4

Ask students to read the texts individually, then to discuss the texts in their groups and develop concept maps based on what they've learned.

Then, invite all of the groups to watch a video on 'Diagnostic assessment' together, and discuss and add information from the video to their concept maps. Link to the video:

<https://www.youtube.com/watch?v=H-WEmsuvDsA>

Then watch a video on 'Formative Assessment in the primary classroom' together and again ask students to discuss and add information from the video to their concept maps. Link to the video:

<https://vimeo.com/4661383>

Subsequently each group should merge with another group and exchange information, and prepare charts that contain information on the two assessment approaches (similarities and differences). Then they join different groups etc. until they speak to all of the other groups about all of the assessment types and make notes. Class discussion. If there are any in-service teachers in your class, encourage a reflection on assessment that they use in class and how it could be enriched with what you've discussed here.

Students will need the concept maps in the next part of the course.

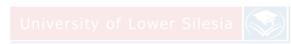
In Appendix 4 there are additional materials for the teacher to conduct the final discussion with the students and summarise all discussion points. You may also make it available to the students after class.



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Additional Notes:

1) Encourage students to make a new entry in their reflective journals.

2) Recommend the following materials for self-study:

Trinity College London – Assessment Literacy

<https://www.trinitycollege.com/qualifications/teaching-english/resources/assessment-literacy>

Lorna M. Earl (2003). Chapter 3. Assessment of Learning, for Learning, as Learning. In: Using Classroom

Assessment to Maximise Student Learning. Thousand Oaks, CA, Corwin Press.

http://web.uvic.ca/~thopper/iweb09/GillPaul/Site/Assessment_files/Assessment.pdf

Formative Assessment: Improving Learning in Secondary Classrooms. OECD.

<http://www.oecd.org/education/ceri/35661078.pdf> (p.3 Formative Assessment Techniques)





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UNIT:

4



Template for TEACUP activities/unit description

Overview of Unit 4:

The aim of this Section is to see the assessment for learning as an insightful pedagogical practice. It is not certain if the interpretations educators make of student products and processes are sufficiently accurate to guide classroom interactions. It cannot be assured if valid conclusions are reached. For this reason, perhaps assessment for learning should be seen as an insightful pedagogical practice that ought to lead to better learning outcomes and much more capable learners (Brown, G. T. 2019).

AIM: to gain different perspectives on assessment for learning

Unit's Learning Outcomes:

By the end of the unit pre-service and in service teachers will be able to

- ✓ explore the learning potential of assessment for learning strategies
- ✓ reflect on your own practice



Activity 1



Setting up Activity 1

GROUP SIZE

up to 25 students

ESTIMATED TIME

120–135 minutes

TRAINING METHODS

group work

MATERIALS



EQUIPMENT AND SUPPLIES

Internet connection

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP



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Activity 1

Trainer's Notes

Divide students into groups of four. Each group will get the same text but have a different question to answer. Use the power point slide to give instructions.

Group 1 – What is assessment for learning?

Group 2 – What is the theory behind AFL?

Group 3 – What are the challenges?

Group 4 – What does it look like in practice?

First students read their part of the text individually. Then ask the students to discuss what they read and make notes, as in a moment they will be sharing with the other groups.

Tell the students to pick one person in their group who will tell everyone in the other groups about the text. This person will stay in one place and all the other group members will move to the other tables. Each person from the group should sit at a different table and listen to the answer for a question and make notes, as s/he will have to tell the others what was told.

Make as many rounds as necessary for each group to gather the answers to all of the questions. At the end, the original groups sit together again and exchange information.

The link for the text: [LINK](#)



Activity 2



Setting up Activity 2

GROUP SIZE

up to 25 students

ESTIMATED TIME

120–135 minutes

TRAINING METHODS

individual and pair work

MATERIALS



EQUIPMENT AND SUPPLIES

Internet connection

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms



Activity 2

Trainer's Notes

Ask students to individually read an article *Is assessment for Learning Really Assessment?* Brown, G. T. (2019), and reframe its content in a form of a few questions to a practising foreign language teacher.

In-service teachers could engage into a discussion and reflection on their teaching practice.

Pre-service teachers should ask questions to teachers at schools an outside of class task – at home reflect on the answers from the teachers, write a note summarizing their thoughts.

The link to the article:

https://www.researchgate.net/publication/334096703_Is_Assessment_for_Learning_Really_Assessment

Activity 3



Setting up Activity 3

GROUP SIZE

up to 25 students

ESTIMATED TIME

45 minutes

TRAINING METHODS

individual work

MATERIALS

previous students' work; power point slide



EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms



Activity 3



Trainer's Notes

Ask students to explore what they have read so far about assessment (use previous work and notes from the course) and compare them with the article read in the previous activity.

What are their thoughts on assessment at this point in the course?

Discuss



Activity 4



Setting up Activity 4

GROUP SIZE

up to 25 students

ESTIMATED TIME

120–135 minutes

TRAINING METHODS

individual and group work

MATERIALS

previous students' work; power point slide



EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms



Activity 4

Trainer's Notes

Tell students that you're now going to think about effective assessment from different theoretical perspectives, e.g. the associative perspective, the constructivist perspective, the social constructivist perspective, the situative perspective.

Ask students to read pp. 10-11 of the article.

The link to the article:

<https://www.webarchive.org.uk/wayback/archive/20140613220103/>

http://www.jisc.ac.uk/media/documents/programmes/elearning/digiassass_eada.pdf

Do a comparative analysis of the methods of assessment and the four theoretical perspectives with students.

Activity 5



Setting up Activity 5

GROUP SIZE

up to 25 students

ESTIMATED TIME

120–135 minutes

TRAINING METHODS

individual and group work

MATERIALS



EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms



Activity 5



Trainer's Notes

Tell students that this time you're going to look at assessment from a perspective of the different purposes that they serve.

Ask students to look at the Synptic description of assessment in the power point slide, and discuss it together.

Then, students should think of a sample unit of study for their students/pupils (they can improvise) and add various assessment types marking their purpose.

They may also choose a certain theoretical perspective that will fit the activities.



Additional Notes:

Encourage students to make a new entry in their reflective journals.

MID-COURSE EVALUATION

Scenario-based Assessment of Learning Experiences.



PowerPoint
for students

This is an effective tool for both assessment and (re)design of learning activities on a course. It helps to understand the effects and outcomes of learning activities and how they can be improved.

This method uses students' self-reported learning scenarios as the focal unit of analysis.

Ask students to write two scenarios.

One describing a valuable learning experience, and the other one a situation where they felt a course related learning activity was not effective.

Use the power point slide to give instructions.

(Haynes, Spence, Lenze, 2009)

[LINK](#)



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UNIT: 5



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Template for TEACUP activities/unit description



Overview of Unit 5:

The aim of this Section is to use the key concepts of assessment in practice using online tools. Assessment is a powerful and enduring force within classroom learning. How teachers approach assessment in their classrooms has been shown in the research to either motivate or demotivate students' learning (Cauley and McMillan, 2010), to engage and disengage from school (Gilboy et al., 2015), and promote or hinder student growth (Gardner, 2006). The way teachers do assessment in the classroom shows their beliefs about teaching and learning (Herppich et al., 2018). Therefore the understanding of the key concepts of assessment and being able to use them appropriately in practice is an important skill in teacher training.

AIM: to know specific (online) classroom assessment methods, practices and scenarios



Template for TEACUP activities/unit description



Unit's Learning Outcomes:

By the end of the unit pre-service and in-service teachers will be able to

- apply assessment strategies that were explored in previous sections to different classroom contexts (TESOL, CLIL)
- illustrate and apply specific assessment practices (including technology based)



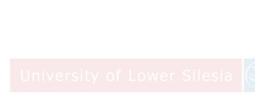
Acitivity 1



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Setting up Activity 1

GROUP SIZE

up to 25 students

ESTIMATED TIME

90 minutes

TRAINING METHODS

group work

MATERIALS



EQUIPMENT AND SUPPLIES

Internet connection

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms

Activity 1

Trainer's Notes

Ask students to use the notes from the last activity in Unit 4, where they reflected on the methods of assessment.

Ask them to work individually and to answer the question "Can you think of practical applications for assessment methods we've talked about so far on a course?" also ask them to think whether some activities can be used in more than one method of assessment.

Students should provide examples of activities for all of the assessment methods.

Then ask students to share their ideas in pairs.

When students have finished, discuss the ideas open class. Share the power point slide with examples.

Acitivity 2



Setting up Activity 2

GROUP SIZE

up to 25 students

ESTIMATED TIME

45 minutes

TRAINING METHODS

pair and group work

MATERIALS



EQUIPMENT AND SUPPLIES

none

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms



Acitivity 2



Trainer's Notes

Ask students to work in pairs or small groups and browse the website and discuss the pros and cons of using technology in assessment.

The link: <https://www.reading.ac.uk/engageinassessment/using-technology/eia-pros-and-cons-of-using-technology.aspx>



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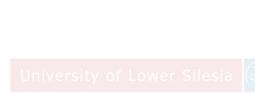
Activity 3



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Universität Bremen



Setting up Activity 3

GROUP SIZE

up to 25 students

ESTIMATED TIME

45 minutes

TRAINING METHODS

individual and pair work

MATERIALS

previous students' work



EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms

Acitivity 3



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Trainer's Notes

Ask students to read page 8 – 9 of 'Effective Assessment in a Digital Age' and in pairs discuss the benefits and challenges of assessment and feedback in technology-rich context.

The link to the text:

https://www.webarchive.org.uk/wayback/archive/20140613220103/http://www.jisc.ac.uk/media/documents/programmes/elearning/digiassass_eada.pdf



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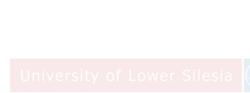
Acitivity 4



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Setting up Activity 4

GROUP SIZE

up to 25 students

ESTIMATED TIME

120–135 minutes

TRAINING METHODS

individual and pair work

MATERIALS

previous students' work



EQUIPMENT AND SUPPLIES

laptops or desktops for every student

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

regular chair arrangement; break-out rooms

Activity 4

Trainer's Notes

All students need to have access to computers for this task.

Students' task is to work in pairs or individually and prepare one online assessment activity for other students in class based on what has been done so far.

Students need to present their tasks and explain their choice of the task and its purpose. Then they exchange links to the activities and do a few of the activities.

Students can choose from

- various technology to deliver assessment e.g. audio or video assessment
- digital publishing tools, e.g. Blogs, Wikis, online message boards – Padlet, VLEs, Class Dojo, Mentimeter, Socrative, LearningApps, SurveyMonkey, Quizizz, Kahoot, Quizlet, GoFormative, RubricMaker, RubiStar)



Activity 5



Setting up Activity 5

GROUP SIZE

up to 25 students

ESTIMATED TIME

90 minutes

TRAINING METHODS

pair and group work

MATERIALS



EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms



Activity 5

Trainer's Notes

Present the power point slide to students with the 21st Century Taxonomy.

Go through the Table and discuss ideas with students.

Ask them to think of an activity that could be used in a classroom with students/pupils and a form of assessment.

Activity 6



Setting up Activity 6

GROUP SIZE

up to 25 students

ESTIMATED TIME

90 minutes

TRAINING METHODS

pair and group work

MATERIALS



EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms



Activity 6

Trainer's Notes

Ask students to answer the following questions:

What is self-assessment?

Is it effective?

What problems may occur?

How to prevent them?

What questions would you say are appropriate for student self-assessment/reflection?

Show the sample answer on a power point slide.

Show the sample Learning Contract to the students and discuss how it can be used in their educational context.

Activity 7



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Setting up Activity 7

GROUP SIZE

up to 25 students

ESTIMATED TIME

90 minutes

TRAINING METHODS

pair and group work

MATERIALS



EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms

Activity 7

Trainer's Notes

All students to go back to Activity 4 in this Unit when they were designing online assessment activities/tasks.

Students should use the Table from the power point slide and assess their work from Activity 4. Ask them how it felt to be assessed after a task in this way.

Could we redo this checklist and give it to students/pupils before the task so that it serves as a list of points to remember about while working on a task and so that students know what will be assessed? If yes, ask students to provide examples.

Ask them if they feel that a structure of a checklist could help students/pupils to stay focused on a task.

Activity 8



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Setting up Activity 8

GROUP SIZE

up to 25 students

ESTIMATED TIME

45 minutes

TRAINING METHODS

individual and pair work

MATERIALS



EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms

Activity 8



Trainer's Notes

Encourage students to finish your sentences:

Portfolios can show over time and help students

The flexibility of portfolios allows for emphasis on

Portfolios are a constructive and active tool for

Sample answer:

Portfolios can show **growth** over time and help students **learn organizational skills**. The flexibility of portfolios allows for emphasis on **a range of student skills and knowledge from content to metacognition**. Portfolios are a constructive and active tool for **learning and for tracking learning**.

Greenstein, L. (2012). *Assessing 21st Century Skills. A guide to evaluating mastery and authentic learning*, pp. 177-185



Acitivity 8

Trainer's Notes cont. Activity 8

Tell students a little about paper and electronic portfolios, e.g.

"Portfolios are collections of student work that represent their knowledge, skills, and learning outcomes. Their purpose is to provide evidence of growth and achievement."

"Paper portfolios are relatively easy to use in that they don't require any special training for students and teachers and no additional equipment is needed. On the other hand, they do require physical storage space, and there are limits to the type and amount of content that can be included."

"Electronic portfolios contain the same written materials as the paper ones, but in a digital format. They can also include electronic products and evidence of work. Power point presentations, photographs, videos, voice recordings, web pages, blogs, interactions, collaborations, experiments, simulations, performances, and exhibits can all be part of the portfolio. Electronic portfolios are dynamic and in that they can change continuously and seamlessly with the learner. Such portfolios can demonstrate content knowledge as well as 21st century skills such as critical thinking, problem solving, and creativity."



Acitivity 8

Greenstein, L. (2012). Assessing 21st Century Skills. A guide to evaluating mastery and authentic learning, pp. 177–185

Ask students about their experiences of using portfolios at school/university, and add information to the Table in the power point slide.

Additional Notes:

Encourage students to make a new entry in their reflective journals.

Recommended for self-study

Watch the webinar 'The Power of Narrative Feedback in a Standards-Based Classroom'

<https://media.edweb.net/edWebinar/?view=20190820edweb12>

Check out a global group of educators on Facebook 'Teachers Going Gradeless'

UNIT: 6



Template for TEACUP activities/unit description



Overview of Unit 6:

The aim of this Section is to understand bilingual, multilingual and plurilingual assessment and to be able to develop an Individual Learning Plan for a student with the above in mind. Assessing students' needs, skills (content and language), and competences of the individual learner should be key to developing a meaningful Individual Learning Plan for each student in a bilingual, multilingual and plurilingual setting.

AIM: to know how to support and evaluate student learning in bilingual, multilingual and plurilingual settings



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Template for TEACUP activities/unit description



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Unit's Learning Outcomes:

By the end of the unit pre-service and in service teachers will be able to

- choose and defend appropriate assessment methods and tools used in a bilingual, multilingual and plurilingual setting
- support and evaluate student learning in different types of settings



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Activity 1



Setting up Activity 1

GROUP SIZE

up to 25 students

ESTIMATED TIME

45 minutes

TRAINING METHODS

individual and pair work

MATERIALS

none

EQUIPMENT AND SUPPLIES

flip chart paper; white board online

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms



Activity 1

Trainer's Notes

Students work in pairs. Write KWL on three different flip-chart paper sheets and encourage students to think about bilingual, multilingual and plurilingual assessment.

Ask them to circulate and add comments under the K (what they know) and W (what they want to know).

Comment students' ideas.

Note:

If you have less time, you may do Activity 2, 4, 6 as group work and divide the students into Group 1 (Activity 2), Group 2 (Activity 4), Group 3 (Activity 6) and do these activities at the same time and later have the groups present what they have prepared.

Activity 2



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Setting up Activity 2

GROUP SIZE

up to 25 students

ESTIMATED TIME

45 minutes

TRAINING METHODS

individual and pair work

MATERIALS

Internet connection

EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms

Activity 2



Trainer's Notes

Students read a text on bilingual assessment and bilingual education. Ask them to add notes onto the KWL chart on the flip chart paper under the L (what I have learned).

Link to the text:

<https://www.richmondshare.com.br/assessment-in-clil-and-bilingual-educationmore-than-just-language/>



Activity 3



Setting up Activity 3

GROUP SIZE

up to 25 students

ESTIMATED TIME

90 minutes

TRAINING METHODS

individual and pair work

MATERIALS



EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms



Activity 3



Trainer's Notes

Students read six case studies from Marzano (2010: 24) linked to bilingual assessment.

Tell students that the activities they see in the case studies were designed from non-CLIL classrooms, so probably they didn't need to think so carefully about the language component in each one.

Students' task is to do the a) – e) tasks.

End with a class discussion and sharing examples and thoughts.



Activity 4



Setting up Activity 4

GROUP SIZE

up to 25 students

ESTIMATED TIME

45 minutes

TRAINING METHODS

individual and pair work

MATERIALS

Internet connection

EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms



Activity 4

Trainer's Notes

Students read slides 1 – 17 on multilingual assessment and education and add to the L (what I have learned) to the KWL chart.

Encourage a discussion while adding information to the chart.

Link to the slides: https://icc-languages.eu/wp-content/uploads/2019/05/BESSIE-DENDRINOS-KEY-NOTEBerlin_ICC_talk_FINAL2.pdf

Activity 5



Setting up Activity 5

GROUP SIZE

up to 25 students

ESTIMATED TIME

45 minutes

TRAINING METHODS

individual and pair work

MATERIALS

Internet connection

EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms

Activity 5

Trainer's Notes

Students continue on working with the slides and go to slides 20–84 Focusing on Mediation.
They can work individually or in pairs.

Ask them to choose two KPG test tasks (oral and written), check the Task Analysis and comment on them with your partner. Answer the questions on slide 78 in pairs.

Link to the slides: https://icc-languages.eu/wp-content/uploads/2019/05/BESSIE-DENDRINOS-KEY-NOTEBerlin_ICC_talk_FINAL2.pdf



Activity 6



Setting up Activity 6

GROUP SIZE

up to 25 students

ESTIMATED TIME

45 minutes

TRAINING METHODS

individual and group work

MATERIALS

Internet connection

EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms



Activity 6

Trainer's Notes

Students read the slides on Plurilingual assessment ALTE (Seed, G., 2019).

Ask them to focus on slides 12-13 and 16-18 and add notes onto the KWL charts on the flip chart paper under the L (what I have learned).

Have a short discussion.

Link to the slides: https://www.alte.org/resources/Documents/What%20is%20Plurilingual%20Assessment%20web%20version_Graham%20Seed.pdf

Activity 7



Setting up Activity 7

GROUP SIZE

up to 25 students

ESTIMATED TIME

120–135 minutes

TRAINING METHODS

individual and group work

MATERIALS

Internet connection

EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms



Activity 7

Trainer's Notes

Direct student to the CONBAT Project website (CONBAT + Content based teaching + Plurilingual/Cultural Awareness website Didactic Unit)

Encourage students to choose a Didactic Unit (Materials for teachers and materials for students) and analyze it with pluricultural assessment in mind. Students can work individually or in pairs. Ask students: Can we change or add some activities?

When students finish, share ideas in small groups.

Encourage a reflection activity prompted by the questions:

How do the methods differ in different contexts: bilingual, multilingual and plurilingual? Can a clear distinction be made?

The link to the task: <https://combat.ecml.at/DidacticUnits/tabid/2670/language/en-GB/Default.aspx>



Additional Notes:

Encourage students to make a new entry in their reflective journals.

Recommended for self-study

Dendrinis, B. (2013). Testing and Teaching Mediation. In: Directions in Language Teaching and Testing. https://rcel2.enl.uoa.gr/directions/issue1_1f.htm

Kusters, A., De Meulder, M. (2019) Language Portraits: Investigating Embodied Multilingual and Multimodal Repertoires. FQS, Forum: Qualitative Social Research. <http://www.qualitative-research.net/index.php/fqs/article/view/3239/4452>

Assessment in Plurilingual and Intercultural Education Chapter 3. Lenz, P., Berthele, R. (2010), Council of Europe <https://rm.coe.int/16805a1e55>



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UNIT: 7



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Template for TEACUP activities/unit description



Overview of Unit 7:

The aim of this Section is to look beyond teachers' knowledge and assessment while investigating teachers' approaches to assessments in relation to their classroom teaching and learning contexts. (DeLuca, C., Coombs, A., MacGregor S., Rasooli, A., 2019 - See Further reading).

AIM: to move beyond teachers' knowledge and assessment; to investigate teachers' approaches to assessment

Unit's Learning Outcomes:

By the end of the unit pre-service and in service teachers will be able to

- explore attitudes towards assessment and various assessment practices
- design an individual meaningful learning plan for a student in a chosen setting



Activity 1



Setting up Activity 1

GROUP SIZE

up to 25 students

ESTIMATED TIME

180 minutes

TRAINING METHODS

individual work

MATERIALS

some course materials for pupils/students

EQUIPMENT AND SUPPLIES

flip chart paper; white board online

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms



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Activity 1

Trainer's Notes

This task is planned differently for in-service and pre-service teachers.

In-service teachers

Develop a meaningful Individual Learning Plan for one of your students using various assessment methods and techniques.

Include your student's profile. Choose a subject for this task. Write learning objectives. Describe the purpose of communication. There should be a connection to CLIL, multilingual, or plurilingual approach. Present it in class.

Then compare it with the learning profile of you as a language learner that you made in the first class. How do they differ? What did you take into account when developing the ILP for your student? Are there any similarities? Should you also think of your student's native language when you plan? Think also of migrant students. What implications might it have for your student's learning? Students will need their ILP in the next class.



Activity 1

Pre-service teachers

The same task, but you will be given a sample student profile to work with. Choose a suitable learner profile from Appendix 7. You may change the language the student is learning, it doesn't have to be English.



Activity 2



Setting up Activity 2

GROUP SIZE

up to 25 students

ESTIMATED TIME

180 minutes

TRAINING METHODS

individual work

MATERIALS

Internet connection

EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms



Activity 2

Trainer's Notes

Ask students to think of the Individual Learning Plan they have developed in the previous task.

This time encourage them to think about it with the Backward Design in mind.

The question is how they can adapt/redo their ILPs. Before they start ask them to read an article about Backward Design.

Link to the text: <https://educationaltechnology.net/wp-content/uploads/2016/01/backwarddesign.pdf>

Have a short discussion about Backward Design and how student could rethink their work and prepare a new Individual Learning Plan for the same student.

Students should hand in the ILPs at the end of the lesson, if possible.

Activity 3



Setting up Activity 3

GROUP SIZE

up to 25 students

ESTIMATED TIME

90 minutes

TRAINING METHODS

individual work

MATERIALS

Internet connection

EQUIPMENT AND SUPPLIES

a projector

VIRTUAL OR REGULAR TEACHING: ROOM SET-UP

chairs arranged in a circle; break-out rooms



Activity 3

Trainer's Notes

Ask students to read an article What does language assessment literacy really mean to teachers? (Berry, V., Sheehan, S., Munro, S. 2019), and write a reflection based on the article and their view point after this Module of Study in their reflective journals.

Students should hand-in their reflective journals at the end of this class.

Link to the article: <https://academic.oup.com/eltj/article/73/2/113/5310453?login=true>

END OF COURSE EVALUATION

Scenario-based Assessment of Learning Experiences.



PowerPoint
for students

This is an effective tool for both assessment and (re)design of learning activities on a course. It helps to understand the effects and outcomes of learning activities and how they can be improved. This method uses students' self-reported learning scenarios as the focal unit of analysis.

Ask students to write two scenarios.

One describing a valuable learning experience, and the other one a situation where they felt a course related learning activity was not effective. Use the power point slide to give instructions.

(Haynes, Spence, Lenze, 2009)

[LINK](#)



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SLIDES TO BE SHARED WITH STUDENTS

•Module 3: Learner Assessment

Learning outcomes:

Upon the completion of the module, you will be (able to):

Lower order thinking skills:

- define different types of assessment
- understand the key concepts of assessment strategies
- identify different assessment and evaluation types
- explore attitudes towards assessment and various assessment practices

Higher order thinking skills:

- reflect on your own assessment, testing and evaluation experiences
- critically reflect on your own practice
- select and apply assessment strategies in your own classroom (TESOL and CLIL)
- illustrate and apply specific assessment practices (including technology based)
- choose and defend appropriate assessment methods and tools used in a bilingual, multilingual and plurilingual setting
- support and evaluate student learning in different types of settings
- design an individual meaningful learning plan for a student in a chosen setting

Teaching units:

Fundamental topics and skills:

1. Conceptions of Assessment
2. The notion of multilingual and plurilingual assessment
3. Assessment literacy
4. Classroom assessment methods, practices and scenarios

Advanced topics and skills:

5. The Code of Ethics and the Guidelines for Practice
6. The learning potential of assessment for learning strategies
7. Supporting and evaluating student learning in bilingual, multilingual and plurilingual settings

References and reading list:

- Barnes, M. (2015) Assessment 3.0. <https://annefox.eu/2015/02/02/assessment-3-0>
- Berry, V., Sheehan, S., Munro, S. (2019). 'What does language assessment literacy really mean to teachers?' In: ELT Journal Vol. 73/2 doi:10.1093/elt/ccyo55 <http://academic.oup.com/eltj/articleabstract/73/2/113/5310453>
- Bentley, K. (2010). The TKT CLIL Module. Cambridge University Press.
- Brown, G. T. (2019). Is Assessment for Learning Really Assessment? In: Frontiers in Education, Vol. 4, p.64 <https://www.frontiersin.org/articles/10.3389/feduc.2019.00064/full>
- Cambridge Assessment English What does plurilingualism mean for language assessment? Issue 78, Sept 2020, ISSN: 1756-509X

References and reading list:

- <https://www.cambridgeenglish.org/Images/597022-researchnotes-78.pdf>
- Common European Framework of Reference for Languages: Learning, Teaching, Assessment. Language Policy Unit, Strasbourg <https://rm.coe.int/16802fc1bf>

References and reading list:

- CONBAT+ Content based teaching + Plurilingual/Cultural Awareness website Didactic Units <https://combat.ecml.at/DidacticUnits/tabid/2670/language/enGB/Default.aspx>
- Davis, S. (2010). Effective Assessment in a Digital Age. IISC, Bristol <https://www.webarchive.org.uk/wayback/archive/20140613220103/> http://www.jisc.ac.uk/media/documents/programmes/elearning/digiassass_eada.pdf
- Dendrinós B. (2019), Multilingual testing and assessment in different educational contexts. ICC 26th Annual Conference, Berlin.
https://icc-languages.eu/wp-content/uploads/2019/05/BESSIEDENDRINOS-KEYNOTE-Berlin_ICC_talk_FINAL2.pdf
- Dendrinós, B. (2013). Testing and Teaching Mediation. In: Directions in Language Teaching and Testing. ISSN: 2241-7141

References and reading list:

- https://rcel2.enl.uoa.gr/directions/issue1_1f.htm
- Fulcher, G. (2010). Practical Language testing. Hodder Education.
- <https://octovany.files.wordpress.com/2013/12/practical-languagetesting-glen-fulcher.pdf>

References and reading list:

- Greenstein, L. (2012). *Assessing 21st Century Skills. A guide to evaluating mastery and authentic learning.* CORWIN. A SAGE Company.
- Hughes, G. (2014) Want to help students improve their work? Mark them on their progress. https://www.theguardian.com/highereducation-network/2014/dec/09/mark-students-progress-ipsativeassessment?CMP=new_1194
- Haynes, S. R., Spence, L., Lenze, L. (2009). Scenario-based assessment of learning experiences. Conference paper. https://www.researchgate.net/publication/224088814_Scenariobased_assessment_of_learning_experiences
- Lenz, P., Berthele, R. (2010). *Assessment in Plurilingual and Intercultural Education,* Council of Europe, Language Policy Division <https://rm.coe.int/16805a1e55>
- Marzano (2010) In Llinares, A., Morton, T., Whittaker, R. *The Roles of Language in CLIL.* Cambridge University Press (2012: 310-311)

References and reading list:

- Piccardo, E., Berchoud, M., Cignatta, T., Mentz, O., Pamula, M. (2011). Pathways through assessing, learning and teaching in the CEFR. European Centre for Modern Languages. Council of Europe Publishing. https://ecep.ecml.at/Portals/26/training-kit/files/2011_08_29_ECEP_EN.pdf
- Popham, W. J. (2018). Assessment Literacy for Educators in a Hurry. ASCD Publisher <http://www.ascd.org/publications/books/119009/chapters/Assessment-Literacy@-The-What,-the-Why,-and-the-How.aspx>
- Seed, G. (2019). What is Plurilingual Assessment. ALTE Association of Language Testers in Europe. https://www.alte.org/resources/Documents/What%20is%20Plurilingual%20Assessment%20web%20version_Graham%20Seed.pdf

References and reading list:

- Trinity College London – Assessment Literacy <https://www.trinitycollege.com/qualifications/teachingenglish/resources/assessment-literacy>
- Vale, D., Feunteun, A. (2009). Teaching Children English. A Training Course for Teachers of English to Children. Cambridge University Press.

Further reading:

- Bermaus, M., Furlong, Á., Jonckheere S., Kervan, M. (2011). Plurilingualism and Pluriculturalism in contentbased teaching: A training kit. European Centre for Modern Languages. Council of Europe Publishing https://www.ecml.at/Portals/1/documents/ECMLresources/2011_11_26_Conbat_fuer_web.pdf?ver=2018-03-20-160408-117
- Cauley, K. M., McMillan, J. H. (2010). Formative assessment techniques to support student motivation and achievement. Clear. House 83, pp.1-6, doi: 10.1080/00098650903267784
- Davies, A. (2010). Assessment: Pre-service and In-service Teacher Education. In: International Encyclopedia of Education (Third Edition) pp.410-416. <https://www.sciencedirect.com/science/article/pii/B9780080448947003456>

Further reading:

- Deneen, C. C., and Brown, G. T. L. (2016). The impact of conceptions of assessment on assessment literacy in a teacher education program. *Cogent Educ.* 3, 1–14. doi: 10.1080/2331186X.2016.1225380
- <https://www.frontiersin.org/articles/10.3389/feduc.2019.00145/full#B26>
- DeLuca, C., Coombs, A., MacGregor S., Rasooli, A., (2019). Toward a Differential and Situated View of Assessment Literacy. In: *Frontiers in Education*. Vol. 4, p.94
- <https://www.frontiersin.org/articles/10.3389/feduc.2019.00094/full>
- Gardner, J. (2006). Assessment for learning: a compelling conceptualization. In: *Assessment and Learning*, ed. J. Gardner. London: Sage, pp. 197–204
- Gilboy, M. B., Heinerichs, S., Pazzaglia, G. (2015). Enhancing student engagement using flipped classroom. *J. Nutr. Educ. Behav.* 47, pp.109–114. doi: 10.1016/j.jneb.2014.08.008

Further reading:

- Hall, G. (2016). The Routledge Handbook of English Language Teaching. Routledge.
- Lorin, W., Anderson et al. (2014). A Taxonomy for Learning, Teaching, and Assessing. Pearson Education Limited.
- Kusters, A., De Meulder, M. (2019) Language Portraits: Investigating Embodied Multilingual and Multimodal Repertoires. FQS, Forum: Qualitative Social Research. <http://www.qualitativeresearch.net/index.php/fqs/article/view/3239/4452>

TEACHING UNITS

Welcome to the TEACUP teaching units! Before you begin with your work, here are some tips that help you navigate the materials:

- Each teaching unit in Module MC1 focuses on one of the following topics and skills: Cultural identity and stereotypes
 - The notion of culture
 - Constructivism, transculturality and emic perspectives on culture
 - Etic cultural systems
 - Intercultural communicative competence
- Each teaching unit starts with an overview of the specific learning outcomes that are associated with the topic: these describe what students should know or be able to do once you have completed the module.
- For each teaching unit, there are basic reading materials: excerpts are included in the unit or the appendix.

TEACHING UNITS

- Further reading suggestions and references: these are suggestions if students are interested in the topic or want to expand their knowledge and skills.
- For each unit, students are provided with a reflection tool which should guide them through the reflection process of their learning.

Unit 1: Conceptions of Assessment



In this section you will:

✓ Establish what assessment, testing, and evaluation is

✓ Reflect on your assessment, testing, and evaluation experiences



Activity 1

What does assessment, testing and evaluation mean to you? Write short definitions in pairs.  

Check your ideas in groups of four. Discuss. 

Read the definitions below and discuss the differences between them.  

TESTING

A means of checking learning that has taken place with respect to a specified teaching content or input, often by means of a particular task. The results are usually concrete and can be expressed quantitatively, e.g. as a mark or percentage.

EVALUATION

A global view of achievement of the teaching and learning process over a period of time, e.g. analysis of the success or failure of a teaching approach, coursebook, student response, motivation, etc.

ASSESSMENT

An attempt to analyze the learning that a student has achieved over a period of time as a result of the classroom/teaching/learning situation. Assessment does not need to be based on a particular task, nor is it usually expressed as a mark or percentage. It may include subjective (teacher) opinion of the achievement of a student in terms of attitude, participation, socialization, general cognitive and physical development, etc. Assessment may also be expressed 'relatively' in that the progress of an individual student can be measured against his/her individual starting points and abilities rather than compared against the skills and abilities of other students – as in traditional testing situation.

The reason why assessments are used can be evaluative, summative, diagnostic or formative.

Vale, D., Feunteun, A. (2009). Teaching Children English. A Training Course for Teachers of English to Children. Cambridge University Press, pp. 227,228



TESTING

A means of checking learning that has taken place with respect to a specified teaching content or input, often by means of a particular task. The results are usually concrete and can be expressed quantitatively, e.g. as a mark or percentage.

EVALUATION

A global view of achievement of the teaching and learning process over a period of time, e.g. analysis of the success or failure of a teaching approach, coursebook, student response, motivation, etc.

ASSESSMENT

An attempt to analyze the learning that a student has achieved over a period of time as a result of the classroom/teaching/learning situation. Assessment does not need to be based on a particular task, nor is it usually expressed as a mark or percentage. It may include subjective (teacher) opinion of the achievement of a student in terms of attitude, participation, socialization, general cognitive and physical development, etc. Assessment may also be expressed 'relatively' in that the progress of an individual student can be measured against his/her individual starting points and abilities rather than compared against the skills and abilities of other students – as in traditional testing situation. The reason why assessments are used can be evaluative, summative, diagnostic or formative.

Vale, D., Feunteun, A. (2009). Teaching Children English. A Training Course for Teachers of English to Children. Cambridge University Press, pp. 227,228

Activity 2

Work on your own. Use the template of the gingerbread man to create a language learner profile of yourself. Mark different languages you know linking them to different colours or symbols.

Now think about your learning experience of being tested, evaluated and assessed through out your life and education and add this information next to each of the languages. Use colours to represent different forms of assessment.

Share and discuss your experiences. Keep this profile. You will need it later in the Unit.





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Activity 3

Discuss the following statements: 

Which assessment type is more relevant to the needs of the learners in your education system?

Which assessment type is more appropriate and feasible in the pedagogic culture of your system?

To which extend the assessment of achievement (school-oriented; learning-oriented) and the assessment of proficiency (real world oriented; outcome-oriented) are balanced and complemented in your system, and to which extend communicative performance is assessed as well as linguistic knowledge?

To which extend is it desirable and feasible to involve learners in selfassessment in relation to defined descriptors of tasks and aspects of proficiency at different levels?



Activity 4

SE2R which is short for (Barnes, 2015):



S Summarise what you see

E Explain what learning this demonstrates and what is missing

R Redirect learners to resources that will help to make their product better

R Resubmit an improved version of the product



Activity 4

How can a teacher give ipsative feedback? (Hughes, 2014)

The first step is to establish a way of accessing a student's previous work while assessing current work. Online and electronic systems can make these possible.

Another way to do this is to invite students to identify the areas of weakness from the previous assessment and then reflect on how they have improved.

Research – such as David Nicol's Reap project – shows that involving students in assessment and feedback helps them understand the expectations. A next step is for the assessor to make a judgment of the distance the learner has travelled and suggest future actions. The final step is to communicate all this to the student – the ipsative feedback. It is preferable to keep the ipsative feedback separate from conventional grades or marks as students can easily be drawn back into competition and disappointment if they do not meet desired or expected targets.



Unit 2: The purpose and effect of assessment and testing

In this section you will:

- ✓ Identify different assessment and evaluation types
- ✓ Familiarise yourself with various documents used in the standards of testing and the Code of Ethics and the Guidelines for Practice
- ✓ Compare the ways of assessment in an EFL and CLIL classroom

Activity 1

Write down possible ways of assessing and testing learners' foreign language work and progress (a) in a language classroom (b) in a CLIL classroom where a subject is taught in a foreign language, with reference to:

- ways of testing which could be shared with the student,
- providing accurate information about a student's ability in a foreign language,
- providing necessary information to the teacher for in-school purposes, being shared with the whole class, verbally or as a 'performance list',
- motivating or demotivating a weaker learner,
- requiring students to work individually/allow students to work cooperatively with others,
- providing information about what a learner can do, rather than what s/he cannot do,
- being useful for parents (in the case of younger learners),
- being useful for a child's future teacher (in the case of younger learners).



Activity 1



Check your ideas against the following examples: 

Ways of testing which:

may be shared with the student

- In a test situation, there are many factors that can affect students' performance, such as problems at home, health, motivation, etc. It would be therefore valuable to give students the chance to talk about their performance in a specific test. In terms of assessment, chatting or conferencing with a small group of students in order to exchange your views with theirs can provide valuable insights to both linguistic and social/cognitive problem areas and to students' needs

Ways of testing which:

provide accurate information about the student's ability in a foreign language

A specific test may be viewed as just one indication of learning and not a definitive measure of



Activity 1

achievement. Inability to perform at one given moment in a course does not mean that the student is not doing well. Students should be given opportunities to succeed throughout the course in many different types of 'test', and student's success should always be valued by the teacher.

provide necessary information to the teacher for in-school purposes

A record of achievement over a long period is likely to give a more accurate picture of the ability of a student. Ideally, such a record or profile should include copies of class work, on going teacher comment, comment from the student – not merely a list of test marks.

may be shared with the whole class, verbally or as a 'performance list'

Teachers need to consider carefully the effect of ranking students. While public evidence of positive achievement may motivate the successful students to maintain their standard, it may also serve to destroy the confidence of a less able student, or a student who does not perform well in a test situation.



Activity 1



Ways of testing which:

may motivate/demotivate a weaker learner

- Most students respond positively to success and praise. It is therefore important to set students tasks at their own level – so that they have the opportunity to succeed.

require students to work individually/allow learners to work cooperatively with others in the class

Co-operative tasks, whether they are the shared completion of a formal test, or the tackling of a group project, demonstrate, for example, a student ability to:

- make a valid contribution to a task;
- interact with others;

In this way, students may learn from the testing and assessment situation. It is our aim to support students in their development.

provide information about what the student can do rather than what s/he cannot do



Activity 1

Teachers who view their students in terms of what they can do rather than what they cannot do are liable to transmit this positive attitude to their class. As previously mentioned, students are more likely to build on 'success' rather than 'failure'.

Ways of testing which:

may be useful for their parents

Since parental support is a key factor in the learning situation, it is essential to involve parents in the ongoing assessment of their children's progress. Additionally, parents may reveal valid reasons for their children's problems at school.

may be useful for a child's future teachers

- A list of poor test results is liable to colour a teacher's attitude to a particular pupil in a new class. A profile of a child's work would seem to present a far more useful and positive background, not only to the ability of the child, but also to the type of work carried out in previous class.

Vale, D., Feunteun, A. (2009). Teaching Children English. A Training Course for Teachers of English to Children. Cambridge University Press, pp. 228,229

Activity 2

Choose the task type to match the focus of the assessment.



TKT: CLIL practice task (See page 119 for answers)

For questions 1-5, look at the focus of assessment and the three possible examples of assessment listed A, B and C.

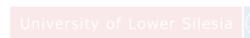
Choose the example which matches the focus of the assessment.



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1. To assess learners' knowledge of subject content

- a. Write down which grammatical structures are used to predict what could happen after a river floods.
- b. Complete the sentences to explain how you planned to revise the topic of flooding.
- c. Look at the map and identify three places where the river could flood.

2. To assess learners' awareness of language structures

- a. Write down two things a business leader could say to a group of people who are unemployed.
- b. Circle the indirect speech used by a business leader in his interview.
- c. Give your own opinion of the business leader's ideas presented on YouTube.

3. To assess learners' knowledge of content and language

- a. In this description of a computer, underline all the vocabulary which is similar to that in your Li.
- b. Put the vocabulary into the boxes in the diagram to show how electronic equipment is classified.
- c. Draw a diagram of the inside of your computer.



4. To assess learners' communication skills

- a. Match the political vocabulary on the left with the definitions on the right.
- b. Explain what the government did to stop the demonstrations.
- c. Look at the pictorial evidence of the demonstration, then think how it could be used.

5. To assess learners' practical skills

- a. Measure the space you are going to use for the sculpture, then work out its height.
- b. Think of the materials you will need to make the sculpture and write them down.
- c. Decide how you are going to present your plans for the proposed sculpture.



Activity 3



Think of how different assessment forms could be combined to be more effective.

CONTINUOUS ASSESSMENT CARD		Name..... Peter Anderson		
Test No	1	2	3	
Type of test and date	Interview 21 January	Role-playing task 19 February	...	
Self assessment	'I thought I could answer about half of the 10 questions satisfactorily. Weak on pronunciation'	'Went very well. But there were a few words and phrases I didn't remember (Important?)'	...	
Test result	7/10	Good	...	
Comments (by teacher or learner)	'Slight under estimation Pronunciation not bad' (Teacher) 'Better than I thought' (Student)	'You sounded a bit blunt, perhaps' (Teacher) 'Must practice polite phrases' (Student)	...	

Fulcher, G. (2010).
Practical
Language
testing. Hodder
Education.

[LINK](#)



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Activity 4

Do you think that multilingual and plurilingual education should affect assessment. If so, how could it be done?

Go to p. 9 of the Cambridge Assessment English document "What does plurilingualism mean for language assessment?" Issue 78, Sept 2020, ISSN: 1756-509

<https://www.cambridgeenglish.org/Images/597022-research-notes78.pdf>

Group 1 – read text A

Group 2 – read text B

Group 3 – read text C

Group 4 – read text D

Note down important information.

Work in groups and prepare a poster. Present and discuss the information on the posters.

Unit 3: The purpose and effect of assessment and testing

In this section you will:

✓learn about the key concepts of assessments

✓Define different assessment types

Activity 2



Work in pairs with the videos and worksheets 2. Types of assessment from the Trinity College London: <https://www.trinitycollege.com/qualifications/teachingenglish/resources/assessment-literacy>

First, open the worksheet and fill in the worksheet 1) **Before watching the video.**

Then watch the video and fill in 2) **During the video** part of the worksheet, and check answers with everyone.

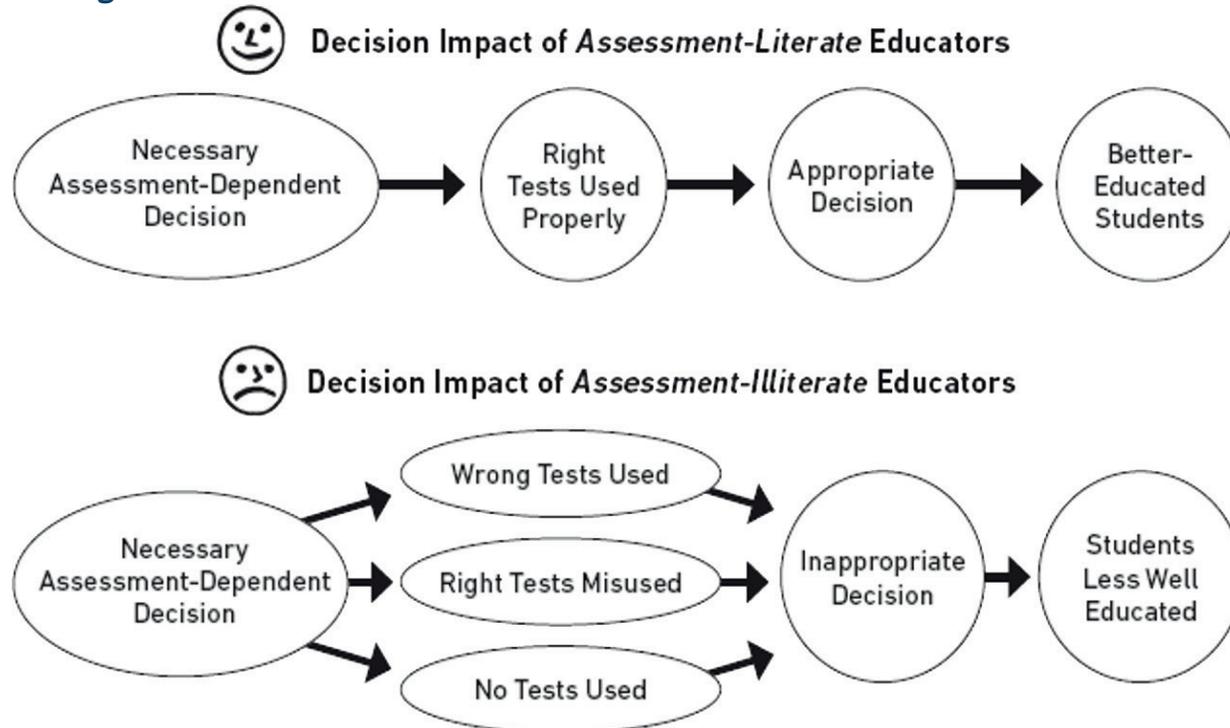
Finally, fill in the final part of the worksheet 3) **Discussion points.**

Two pairs should sit together and discuss their ideas.



Activity 3

Think about possible repercussions of Assessment-illiterate Educators' decisions. Brainstorm. Then look at the diagram below and have a discussion.



Popham, W. J. (2018). *Assessment Literacy for Educators in a Hurry*. ASCD Publisher <http://www.ascd.org/publications/books/119009/chapters/Assessment-Literacy@-The-What,-the-Why,-and-the-How.aspx>



Activity 4

Work in groups.

Group 1 should read about 'Assessment of learning' – Appendix 1

Group 2 'Assessment for learning' – Appendix 2

Group 3 'Assessment as learning' – Appendix 3

Group 4 'Initial assessment' – Appendix 4

Read the texts individually, then discuss them in your groups and develop concept maps based on what you've learned.

Watch a video on Diagnostic assessment together, and discuss and add new information from the video to your concept maps. Link to the video: <https://www.youtube.com/watch?v=H-WEmsuvDsA>

Watch a video on Formative Assessment in the primary classroom together, and discuss and add new information from the video to your concept maps. Link to the video: <https://vimeo.com/4661383>

Merge with another group and exchange information. Prepare charts that contain information on the two assessment approaches (similarities and differences). Then change groups until you speak to everyone and add to your notes.



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Unit 4: Different Perspectives on Assessment for Learning

In this section you will:

- ✓ explore the learning potential of assessment for learning strategies
- ✓ Reflect on your own practice of assessment for learning

Activity 1



Work in groups. Each group will get the same text but have a different question to answer.

Group 1 – What is assessment for learning?

Group 2 – What is the theory behind AFL?

Group 3 – What are the challenges?

Group 4 – What does it look like in practice?

Read your part of the text and make notes.

The link for the text: <https://cambridge-community.org.uk/professionaldevelopment/gswafl/index.html>

Pick one person in your group who will tell everyone in the other groups about the text. This person will stay in one place and all the other group members will move to the other tables. Each person from the group should sit at a different table and listen to the answer for a question and make notes, as s/he will have to tell the others what was told.



Activity 2

Work individually. Read an article *Is assessment for Learning Really Assessment?* Brown, G. T. (2019), and reframe its content in a form of a few questions to a practising foreign language teacher.

The link to the article: https://www.researchgate.net/publication/334096703_Is_Assessment_for_Learning_Really_Assessment

Activity 5



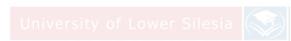
Look at the Synoptic description of assessment Table and discuss the assessment purposes and activity types together



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Assessment purposes

Diagnosis and planning

Achievement and feedback

Formal certification

Course or programme scope and expectations

- Curriculum
- Resources
- Learning
- Communication opportunities

- Taught
- Studied or practised
- Achieved
- External, normative standard
- Official recognition

Perspective on students' abilities

- Need analytics (initial and cyclic)
- Self-assessment
- Goals for learning

Short-term performance

- Activities
- Task
- Records
- Observations
- Tests

Long-term performance

- Accumulative, summative records
- Test
- Institutional requirements

Assessment methods

- Communications tasks
- Surveys
- Personal aims
- Diagnosis of special needs

Pedagogical activities

- Task
- Assignments
- Exercise
- Observations
- Responses (oral and written)
- Test

Reflective tools

- Logs
- Records
- Portfolios
- Self-assessment

Programme completion

- Grades
- Exams or test
- Passport

Assessments should provide evidence of desired:

- competences
- performances
- achievements
- consequences

While acknowledging:

- cultural differences
- individual differences
- available capacities, resources and opportunities

In ways that are:

- valid (content and purpose is specified, and proved to be fulfilled without irrelevant factors or unintended negative consequences)
- reliable (consistent, comparable, equitable, and fair)
- feasible (manageable, comprehensible, and relevant)

Table 2. Synoptic description of assessment

Piccardo, Berchoud, Cignatta, Mentz, Pamula, 2011



Activity 5

Think of a sample unit of study for your students/pupils (you can improvise) and add various assessment types marking their purpose.

You may also choose a certain theoretical perspective that will fit the activities.

MID-COURSE EVALUATION

Think about what we were working on during the course so far. Think of activities / learning scenarios to write about (effective or ineffective). Read the instructions below and evaluate the activities in mind.

One course scenario (an in-class discussion or activity, or an out-of-class activity or assignment) which you feel was an effective learning opportunity.

One course scenario (an in-class discussion or activity, or an out-of-class activity or assignment) where you feel the activity was ineffective as a learning opportunity.

For each, make sure you include why the activity was effective or ineffective.

Each scenario is to be one page in length and to follow the format below:

Scenario Title – short description of the scenario

Student's name –

Setting – a description of the context in which the scenario takes place (e.g. in class or outside of class)

Scenario Goal – What were you working on and why?

Scenario Narrative – Name two activities you did in class. Say why they were effective or ineffective as a learning opportunity.



Unit 5: Specific (online) classroom assessment methods, practices and scenarios

In this section you will:

- ✓ apply assessment strategies you explored in previous sections to different classroom contexts (TESOL, CLIL)
- ✓ Illustrate and apply specific assessment practices (including technology based)

Activity 1

Use notes from the last activity in Unit 4. Work individually and answer the question: "Can you think of practical applications for the assessment methods we've talked about so far?" Provide examples for each assessment method.

"Can some activities be used in more than one method of assessment?"

Share ideas with your partner, and then open class.

Look at the examples in Appendix 6, are these ideas similar to yours?



Activity 2

Work in pairs or small groups and browse the website and discuss the pros and cons of using technology in assessment.

The link: <https://www.reading.ac.uk/engageinassessment/usingtechnology/eia-pros-and-cons-of-using-technology.aspx>

Activity 3

Read page 8 – 9 of Effective Assessment in a Digital Age and in pairs discuss the benefits and challenges of assessment and feedback in technology-rich context.

The link to the text:

<https://www.webarchive.org.uk/wayback/archive/20140613220103/>

http://www.jisc.ac.uk/media/documents/programmes/elearning/digiassass_eada.pdf

Activity 4

Your task is to prepare one online assessment activity for other students based on what has been done so far in the course.

You will present your activity/task and explain your choice of the task and its purpose.

Think about:

- various technology to deliver assessment e.g. audio or video assessment
- digital publishing tools, e.g. Blogs, Wikis, online message boards –Padlet, VLEs, Class Dojo, Mentimeter, Socrative, LearningApps, SurveyMonkey, Quizizz, Kahoot, Quizlet, GoFormative, RubricMaker, RubiStar)

Exchange links to the activities and do a few.



Activity 5



Go through the Table and discuss ideas. Think of an activity that could be done in class with students/pupils and a form of assessment that could be used.



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20th Century	21st Century	Applied Technology
Knowledge: recall of information	Mastery of core content	Bookmark important information
Understanding. Making sense of content; describing and organizing it	Communication and collaboration: expressing ideas and working with others	Present a livecast, podcast, or webinar
Application: using the information	Applying past to new Problem solving	Create a wiki and invite people to help solve a community problem
Analysis: thoughtfully considering the information	Metacognition: learning and self-aware thinking	Blog your ideas with illuminations of your thinking
Evaluation: comparing, reasoning	Critical thinking Productivity	Yelp your ideas or contribute to another review/ratings website
Synthesis: combining ideas in a comprehensible and unique way	Leadership: responsibility and accountability Citizenship: contributing globally	Raise funds and social awareness of a global concern using social networking
Creation: production of original works, innovation	Creativity and innovation for applied purposes at work and in life	Design games, simulations, and virtual worlds

Activity 6

Answer the following questions: 

What is self-assessment?

Is it effective?

What problems may occur?

How to prevent them?

What questions would you say are appropriate for student self assessment/reflection?



Generic Questions

- What did I learn?
- What worked and what didn't?
- What's next (content, processes, lingering questions)?

Specific Questions

- What steps can I take to improve my writing?
- What three habits of mind did I use and how did I apply them?
- How well did I listen to the ideas of others and make a contribution to the group?
- If I were to do this again, here's what I would do differently:



Activity 6

Look at the sample Learning Contract with students/pupils. How could it be used in your educational context?

Student Learning Contract for (Name of Student) _____	Topic, Unity, or Goal _____	Date _____
Student's Responsibilities:	Completion Dates and Deadlines:	
Teacher's Responsibilities:	Evidence Required:	
Resources Recommended/Required:	Assessment of Learning (formative and summative):	
Student's Signature _____	Teacher's Signature _____	
Parent's Signature _____		



Activity 7



Think back to Activity 4 in Unit 5 when you were designing online assessment activities. Assess your work in accordance with the criteria below:

Peer Assessment of Our Group Project	
4= strongly agree 3= agree 2 = disagree 1 = strongly disagree Explain your ratings.	Score
All members contributed to the group equally and fairly. Explanation:	
Members of the group worked well together. Explanation:	
When we disagreed. we were able to settle it promptly without hurting each other's feelings. Explanation:	
Group members encouraged each other toward achievement of goals. Explanation:	



Activity 7



Could we redo this checklist and give it to students/pupils before the task so that it serves as a list of points to remember about while working on a task and so that students know what will be assessed? Provide examples.

Do you feel that a structure of a checklist could help students/pupils to stay focused on a task.



Activity 8



Finish the following sentences:

Portfolios can show over time and help students The flexibility of portfolios allows for emphasis on Portfolios are a constructive and active tool for

Possible answers:

Portfolios can show growth over time and help students learn organizational skills. The flexibility of portfolios allows for emphasis on a range of student skills and knowledge from content to metacognition. Portfolios are a constructive and active tool for learning and for tracking learning.

Greenstein, L. (2012). Assessing 21st Century Skills. A guide to evaluating mastery and authentic learning, pp. 177-185



Activity 8



What is your experience of using portfolios?



Add some information into the Table below.

Subject/Grade/Standard	Portfolio Possibilities
Reading: Character development	Characters I've met this year: A collection of character studies based on books and stories read this year.
Science: Seasons	Tracking the seasons: Each season of the year has scientific observations and experiments associated with it. Student select their best example of each and at the end blog their summary.
Elementary: Mixed subjects	Recording my neighborhood: After several local field trips to look for new vocabulary, symbols of culture, mathematical angles, and other grade level standards, work is assembled and organized.



Unit 6: Supporting and evaluating student learning in bilingual, multilingual and plurilingual settings

In this section you will:

- ✓ choose and defend appropriate assessment methods and tools used in bilingual, multilingual and plurilingual setting
- ✓ Support and evaluate student learning in different types of setting

Activity 3



Read the six case studies and do the tasks a) – e)

Your task is to:

a) Read the case studies first and see how much attention did the teacher pay to language.

b) Identify the assessment techniques used (you don't need to be specific, just a general description of the type)

c) Identify how the students would use language in performing the activity (reading, writing, listening, speaking).

d) Identify some of the language needed to do the activity and consider any difficulties CLIL students might have.

e) Discuss ways in which, if necessary, you could modulate the language component of the task, or even change the task, to make it more suitable for a specific group of CLIL learners.



Activity 3



Mathematics: To assess the students' ability to make reasonable estimations of weight, students are given four objects each. They must consider the weight of each object and write down estimations they consider to be reasonable using the units of measure studied in class. They must also write brief justifications for their answers. At the end of class, the students turn in their assessments.

Science: To assess the students' understanding of the systems of the human body, the teacher provides them with a blank outline of a human body. He asks them to graphically locate the heart, the lungs, the liver, and the stomach. They are also asked to write down the system associated with which organ and provide brief explanations of that system's major purpose.

Physical education: To assess the students' ability to hit a gold ball, the teacher asks each students to demonstrate a gold swing using a driver. After hitting the ball, each student is asked to evaluate his or her own swing and name one thing she or she could have done to make it better. After analyzing the swing, the student is asked to demonstrate again, this time thinking in advance about what he or she needs to improve on.



Activity 3

Social studies: To assess the students' knowledge of United States geography, the teacher provides a blank map of the country. Students must write in the names of as many states as they can in the time allocated.

Art: To assess the students' ability to draw using perspective, the teacher presents them with three-dimensional objects such as cylinders, prisms and cubes. They are asked to choose one object and use the relevant elements of perspective to draw it as realistically as possible within the allotted time.

Technology: To assess the students' ability to use PowerPoint, the teacher assigns students the task of creating a brief PowerPoint presentation designed to teach their classmates about one of their hobbies. Students begin the task in class and are asked to finish the projects at home in preparation for in-class presentations the next day.



END OF COURSE EVALUATION

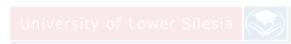
Think about what we were working on during the course. Think of activities / learning scenarios to write about (effective or ineffective). Read the instructions below and evaluate the activities in mind.



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One course scenario (an in-class discussion or activity, or an out-of-class activity or assignment) which you feel was an effective learning opportunity.

One course scenario (an in-class discussion or activity, or an out-of-class activity or assignment) where you feel the activity was ineffective as a learning opportunity.

For each, make sure you include why the activity was effective or ineffective.

Each scenario is to be one page in length and to follow the format below: Scenario Title

– short description of the

scenario

Student's name –

Setting – a description of the context in which the scenario takes place (e.g. in class or

outside of class)

Scenario Goal – What were you working on and why?

Scenario Narrative – Name two activities you did in class. Say why they were effective

or ineffective as a learning opportunity.

Reflection tool for students:

Description/Reporting:

Summarize the content of this module into five sentences. What are the key elements of the unit?

Feelings/Responding:

What are your feelings and thoughts about the content of the unit?

Not at all...

... very much



How interesting was this set of activities for you?	1	2	3	4	5
How informative / helpful was this set of activities?	1	2	3	4	5
Relating: Were you familiar with some of the concepts introduced in the unit before? What does the unit mean for your work as a foreign language teacher?					



Not at all...

... very much



Analysis / Evaluation: How difficult was this set of activities?	1	2	3	4	5
Why? What would have made it easier?					
What did you like about the unit?					
What did you not like about the unit?					



Reflection and Assessment: Options for Teachers



Evaluation tool to be used for teachers of the module
The following examples can be used as essay questions for students, themes for presentations or a basis for the development of student research projects

1. Essay questions / themes for presentations:

- Define different forms of assessment in Efl and CLIL classroom. (After Unit 2)
- What may be the repercussions of assessment-illiterate educators? (After Unit 3)
- Comment on the assessment for learning as an insightful pedagogical practice in a language classroom. (After Unit 4)
- What are the potential risks involved in using technology in assessment? (After Unit 5)
- Describe the process of developing an Individual Learning Plan for a student. (After Unit 6)
- Define different forms of assessment types taking into consideration different theoretical concepts underlying assessment and a given learning context. (After Unit 7)



Reflection and Assessment: Options for Teachers

2. Student research project questions:

- To what extent are students/pupils/teachers aware of the self- and peer-assessment and its aim? Design a set of questions that help you examine this issue and conduct a short structured interview with a number of participants.
- To what extent do teachers/students/pupils think that assessment is something that should be conducted by the teacher only? Design a short questionnaire to test the issue.
- How do teachers' own experiences as students guide the assessment they use in class? Design a survey to find out.

Assessment suggestions:

1) A reflection tool for students

It can be done after every Section of the Teaching Unit. It asks students to describe and respond to content and Learning.

2) Mid and End of Course Evaluation – Scenario Based Assessment of Learning Experiences

It is used for assessment and (re)design of learning activities on a course.

It helps to understand the effects and outcomes of learning activities and how they can be improved.

3) Reflection and Assessment: Options for Teachers

It provides examples for essay questions for students, themes for presentations and basis for the development of student research projects.



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Table 3.1

Assessment Roles and Goals

Role	Goal
Teacher as mentor	Provide feedback and support to each student.
Teacher as guide	Gather diagnostic information to lead the group through the work at hand
Teacher the accountant	Maintain records of students' progress and achievement.
Teacher as reporter	Report to parents, students, and the school administration about student progress and achievement.
Teacher as program director	Make adjustments and revisions to instructional practices.



The predominant kind of assessment in schools is Assessment of Learning. Its purpose is summative, intended to certify learning and report to parents and students about students' progress in school, usually by signaling students' relative position compared to other students. Assessment of Learning in classrooms is typically done at the end of something (eg, a unit, course, a grade, a Key Stage, a program) and takes the form of tests or exams that include questions drawn from the material studied during that time. In Assessment of Learning, the results are expressed symbolically, generally as marks across several content areas to report to parents.

This is the kind of assessment that still dominates most classroom assessment activities, especially in secondary schools, with teachers firmly in charge of both creating and marking the test. Teachers use the tests to assess the quantity and accuracy of student work, and the bulk of teacher effort in assessment is taken up in marking and grading. A strong emphasis is placed on comparing students, and feedback to students comes in the form of marks or grades with little direction or advice for improvement.



These kinds of testing events indicate which students are doing well and which ones are doing poorly. Typically, they don't give much indication of mastery of particular ideas or concepts because the test content is generally too limited and the scoring is too simplistic to represent the broad range of skills and knowledge that has been covered.

http://web.uvic.ca/~thopper/iweb09/GillPaul/Site/Assessment_files/Assessment.pdf



But this lack of specificity hasn't presented a problem because the teachers' perceived purpose of the assessment is to produce a rank order of the students and assign a symbol to designate the students' position within the group, whatever group it might be. Teachers maintain voluminous records of student achievement that are used only for justifying the grades that are assigned.

Although much of this book focuses on the next two approaches to assessment, there are and will always be milestones and junctures where "summative" assessment is called for and Assessment of Learning is essential. Doing it right is a challenge in itself.

Assessment of Learning and grading has a long history in education. They have been widely accepted by parents and the public. If they have served us so well, why would we worry about a process that works? Without moving too far away from my primary purpose, I'd like to highlight a few of the issues that are currently contentious about what we have always done. Although the public has been largely supportive of grading in schools, scepticism is increasing about its fairness and even



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its accuracy. Educational researchers and theorists have been critical of traditional grading practices for quite some time (Marzano, 2000). In terms of measurement theory, grades are highly suspect. Why? Because teachers consider many factors other than

academic achievement when they assign grades; teachers weight assessments differently, and they

misinterpret single scores on assessments to represent performances on a wide range of skills and abilities (Marzano, 2000). As education becomes an essential ingredient for a successful future, more attention will be paid to how grades are calculated and how well they actually reflect what they are taken to mean.

The book is not yet closed on Assessment of Learning, and educators have a great deal to learn to ensure that it and the grades that result from it are defensible and worth while.

To measure or to learn; that
is the question.

- Broadfot (1996)



Assessment for Learning offers an alternative perspective to traditional assessment in schools. Simply put, Assessment for Learning shifts the emphasis from summative to formative assessment, from making judgments to creating descriptions that can be used in the service of the next stage of learning. When they are doing Assessment for Learning, teachers collect a wide range of data so that they can modify the learning work for their students. They craft assessment tasks that open a window on what students know and can do already and use the insights that come from the process to design the next steps in observation, worksheets, questioning in class, student-teacher conferences or whatever mechanism is likely to give them information that will be useful for their planning and teaching. Marking is not designed to make comparative judgments among the students but to highlight each students' strengths and weaknesses and provide them with feedback that will further their learning.

Assumption: Classroom
Assessment can enhance learning



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Clearly, teachers are the central characters in Assessment for Learning as well, but their role is quite different from that in the prior approach.

In Assessment for Learning, they use their personal knowledge of the students and their understanding of the context of the assessment and the curriculum targets to identify particular learning needs. Assessment for learning happens in the middle of learning, often more than once, rather than at the end. It is interactive, with teachers providing assistance as part of the assessment. It helps teachers provide the feedback to scaffold next steps. And it depends on teachers' diagnostic skills to make it work.

When the cook tastes the soup, that's formative; when the guests taste the soup, the summative
-Robert Stake





Record keeping in this approach may include a grade book, but the records on which teachers rely are things like checklists of student's progress against expectations, artifacts, portfolios of students work over time and worksheets to trace the progression of students along the learning continuum.

In reality, it is through classroom assessment that attitudes, skills, knowledge and thinking are fostered, nurtured and accelerated - or stifled

-Hynes (1991)





Assessment for Learning can go a long way in enhancing student learning.

By introducing the notion of Assessment as Learning. I intend to reinforce and extend the role of formative assessment for learning by emphasizing the role of the student, not only as a contributor to the assessment and learning process. but also as the critical connector between them. The student is the link. Students, as active. engaged, and critical assessors, can make sense of information, relate it to prior knowledge. and master the skills involved.

This is the regulator, Process in metacognition. It occurs when students personally monitor what they are learning and use the feedback from this monitoring to make adjustments. adaptations. and even major changes in what they understand.

Assessment as Learning is the ultimate goal. where students are their own best assessors.



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At some point, students will need to be self-motivating and able to bring their talents and knowledge to bear on the decisions and problems that make up their lives. They can't just wait for the teacher (or politicians, or sales people, or religious leaders) to tell them whether or not the answer is "right." Effective assessment empowers students to ask reflective questions and consider a range of strategies for learning and acting. Over time, students move forward in their learning when they can use personal knowledge to construct meaning, have skills of self-monitoring to realize that they don't understand something, and have ways of deciding what to do next.

Assumption: Self-assessment is at the heart of the matter.

Recordkeeping in assessment as Learning is a personal affair. Students and teachers decide (often together) about the important evidence of learning and how it should be organized and kept. Students routinely reflect on their work and make judgements about how they can capitalise on what they have done already.

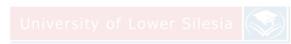
Comparison with others is almost irrelevant. Instead, the critical reference points are the student, own prior work and the aspirations and targets for continued learning.



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An introduction to initial and diagnostic assessment

Initial assessment

Initial assessment happens at the time of transition into a new learning programme. It is a holistic process, during which you start to build up a picture of a learner's achievements, skills, interests, previous learning experiences and goals, and the learning needs associated with those goals. This information is used as a basis for negotiating a course or a programme.



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Best practice initial assessment consists of:

- induction interviews and discussions: get to know the young person, their background, aims and aspirations
- observation of a young person whilst they carry out tasks
- appraisal of written forms: profile forms; My Journey paperwork and questionnaires
- self assessment: the young person's own view about his or her starting points should be taken into account
- initial assessment tools (online or paper-based) should be used to measure a young person's current English and maths level

Diagnostic assessment

Diagnostic assessment helps to identify specific learning strengths and needs. It determines learning targets as well as appropriate teaching and learning strategies to achieve them. This is important because many learners have higher-level skills in some areas than in others. Diagnostic assessment happens initially at the beginning of a learning programme and subsequently when the need arises. It is related to specific skills needed for tasks. Diagnostic assessment adds to the information gathered from initial assessment.

Best practice diagnostic assessment consists of:

one-to-one conversations

self assessment

analysis of a piece of free writing or dictation exercise

diagnostic assessment tool (online or paper-based)

Adapted from From the QIA document 'Initial and Diagnostic Assessment: A Learner-centred Process' (QIA) 2008
<http://sflip.excellencegateway.org.uk/resources/assessmentguidance.aspx>

What skills are needed to carry out initial and diagnostic assessment? Team leaders who carry out initial and diagnostic assessments should be able to:

- understand the assessment process
- present it to young people in a positive way
- interpret results appropriately and provide young people with constructive feedback
- use assessment outcomes to inform ongoing planning monitor progress

A positive experience

Initial and diagnostic assessment are among the learners' first experiences of your organisation and will influence their initial impressions. If the experience is positive, active and involving, this will help to create a climate in which learners are able to negotiate and take responsibility for their learning.

You can help make the experience positive for learners by:

- involving them – do the assessment 'with them' not 'to them'; supporting learners to take an active part will encourage motivation and independence
- building their self-esteem and sense of self worth
- recognising strengths and achievements, not just the skills gaps linking initial and diagnostic assessment to their own aspirations, such as career choices or aspects of their everyday life
- making the assessment relevant to their specific context for learning

Other aspects to consider to ensure a positive experience:

- preparation: allocate enough time for assessments and seek extra support if necessary
- resources: make sure paperwork, photocopying, information and IT resources are ready for use
- environment: create a relaxed, encouraging and supportive environment for young people to complete assessments. Pay attention to the physical environment – is the space you are using suitable to conduct initial and diagnostic assessments?





These three approaches all contribute to student learning but in vastly different ways. Table 3.2 give a summary of the salient features of each approach.

As I mentioned earlier, all three assessment approaches have their place. The trick is to get the balance right. At the current juncture, almost all classroom assessment in a traditional environment is summative Assessment of Learning, focused on measuring learning after the fact and used for categorizing students and reporting these judgements to others. A few teachers use Assessment for Learning by building in diagnostic processors – formative assessment and feedback at stages in the program – and giving students second chances to improve their marks (and, it is hoped, their learning). Systematic Assessment as Learning is almost nonexistent.



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Table 3.2 Features of Assessment of, for and as Learning

Approach	Purpose	Reference Points	Key Assessor
Assessment of Learning	Judgments about placement, promotion, credentials, etc.	Other students	Teacher
Assessment for Learning	Information for teachers' instructional decisions	External standards or expectations	Teacher
Assessment for Learning	Self-monitoring and self-correction of adjustment	Personal goals and external standards	Student

Obviously, there are times when information about students' achievements of key outcomes and the degree to which they compare with others is important and the approach should be assessment of Learning.

The issue is whether schools should be utilizing Assessment of Learning over and over again to such an extent that it leaves no place for other approaches to assessment.

Figure 3.1 show this traditional relationship of the approaches to one another



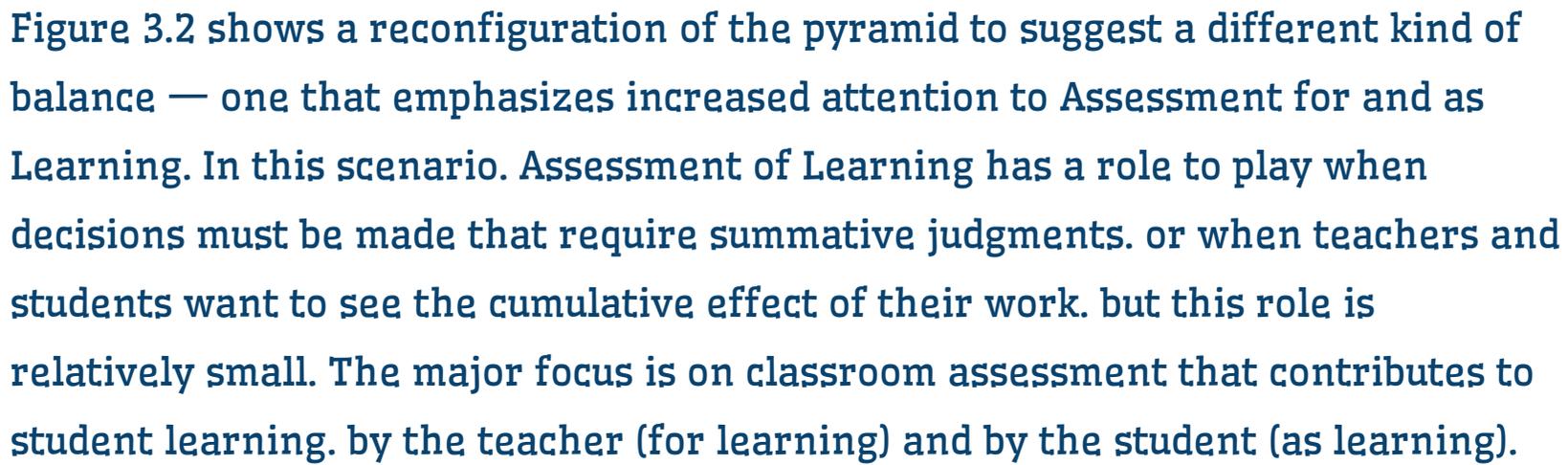


Figure 3.2 shows a reconfiguration of the pyramid to suggest a different kind of balance — one that emphasizes increased attention to Assessment for and as Learning. In this scenario, Assessment of Learning has a role to play when decisions must be made that require summative judgments, or when teachers and students want to see the cumulative effect of their work, but this role is relatively small. The major focus is on classroom assessment that contributes to student learning, by the teacher (for learning) and by the student (as learning).

Given the history of schools as sorting institutions, the notion that assessment and learning are intimately and inextricably intertwined is revolutionary.

On the surface of it, the ideas are appealing, but the fit with schools as we know them is uncomfortable and awkward. I suspect this is the dilemma that teachers have talked about when they say, “Assessment is the hardest part”.

They have always been caught between monitoring learning and categorizing students on the basis of their assessments, and teaching students, and they have struggled with these contradictory responsibilities.

One teacher whom I interviewed recently expressed it this way:



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Figure 3.1

Traditional Assessment Pyramid

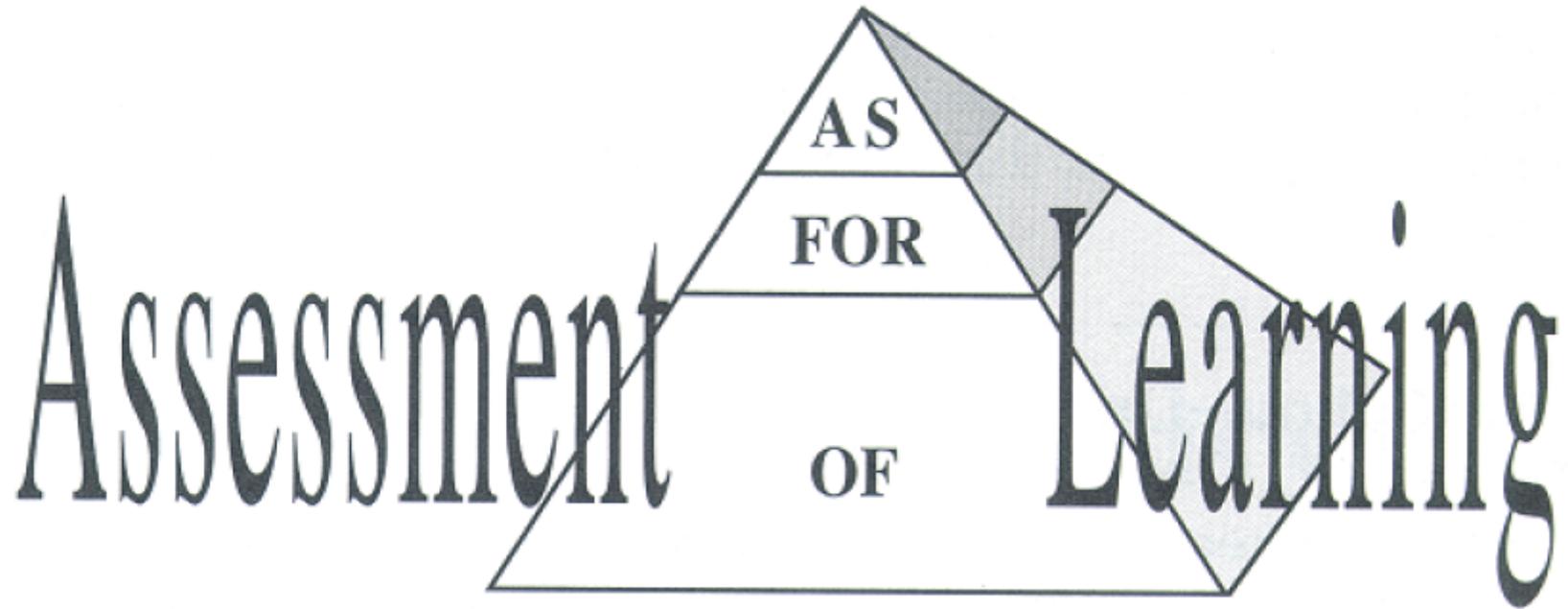
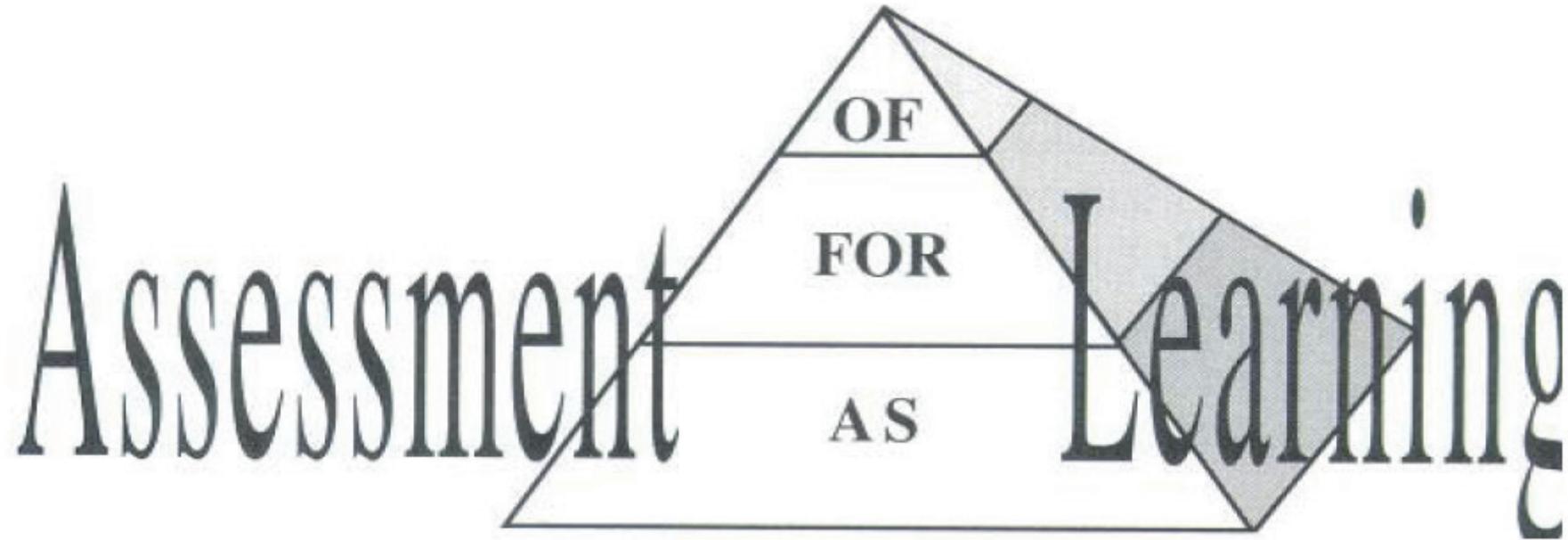


Figure 3.2

Reconfigured assessment Pyramid





I really struggle with assessment. I'm supposed to be teaching for mastery of learning skills. What does that have to do with common testing?

This tension, which has always existed, is exactly the reason for reconfiguring the balance. Teachers and administrators can implement this reconfiguration without creating a major upheaval in what the community, especially parents, expect of schools. Parents always have their own children's interests at heart.

When they can see how assessment for and as Learning can contribute to enhanced learning and success for their child, it may draw them into the fray as willing allies in the focus on learning.



In this reconfigured assessment environment, assessment would make up a large part of the school day, not in the form of separate tests, but as a seamless part of the learning process. And there would be tests when the decisions to be made require identification of a few individuals or groups, or when a summative description is important for students and others as a milestone or rite of passage. In the real world, these incidents are far fewer than the experience of schools would lead us to believe.

Ideas for Follow-up

1. Interview teachers in your school to identify the balance of purposes for assessment. What does the assessment pyramid look like?
2. Analyze samples of assessment tasks being used in your school. Are they designed to be assessment of, for, or as Learning?



Initial assessment methods:

The methods fall into six groups:

Appraisal of written information, such as learners application forms, records of achievement, progress files and references.

Individual interviews.

Formal tests.

Learner questionnaires.

Observed group activities.

Practical vocational activities.

Diagnostic assessment methods:

Initial writing prompts

KWL charts

Running Records

Informal Reading Assessments

Pre-Tests

quiz

conference / interview





mind-map

KWL chart

Surveys



Journals



Formative assessment:

Student self-assessment



written responses



exit tickets

questioning



conferencing

observations



rubrics



Summative assessment:



End of unit tests

final exams

culminating projects

portfolios



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Student A profile:

A ten year-old girl from Spain. She has had English classes from the first year of elementary school. This year she has English classes three times a week. She's not doing very well in the English classes. However, she like to memorise some English words and replace the corresponding Spanish words by using the term in English that she remembers.

Student B profile:

A first year BA student, who is a 19 years old, Spanish girl. She attended private primary and secondary school and had the opportunity to learn a lot and to practice English most of the time during her English lessons. She's very good at English. She wants to develop her English skills even further and become an English language teacher.



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Student C profile:

Kevin is “monolingual”, his mother tongue is English. Even though he has grown up with exposure to a regional language, Kevin is hesitant to learn other languages (especially new ones such as Spanish or French). He is even not at ease with students speaking other languages and is not open minded to other languages and cultures. This reluctance towards other languages and cultures is the main challenge. In addition, Kevin has also difficulty with academic written skills in English.

Student D profile:

Neslihan speaks English very well. When you listen to her speak, you probably wouldn't think that English is not her first language. Most of the time, we, teachers, do not even notice that she is not a native English speaker. She was born in Edinburgh and has heard English since kindergarden. She still speaks Turkish at home with her parents. Her main challenge remains her written skills and she is also not at ease in Spanish in class.



Student E profile:

Yasmine has just arrived from Syria. She has experienced war and feels at loss. She has no command in English, the ML, but she has very good oral and written skills in Arabic, her L1. She has also learned French and Spanish through her previous schooling experiences.

(The last three profiles are from <https://maledive.ecml.at/Studymaterials/Learner-profiles/tabid/3603/language/enGB/Default.aspx> There are presentations of each of the mentioned students on this website)



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