

Welcome everyone. What I would like to begin with is to say that I have been experiencing deep emotional dissatisfaction with what I have been doing for over 30 years now. It deals with my inwardly categorizing students into weak and strong, capable and incapable of learning to speak English fairly well. And there has always been some excuse for it, such as “I did my best. There is nothing I can do about it. It is our education system.” (slide1)

Task1. Work in groups, study the message the picture contains, and answer the question:

“How do you think the picture is related to us, English teachers?” (The picture is related to physical activity- physical skills, while we deal with mental - activities – mental skills).

Well, as I see it, it is NOT an excuse for failing to teach everyone to speak English well. I have always thought there must be something that I haven't taken into account; something that I have missed when judging students. So this deep concern about the outcome of my work has led me to The Net to search for the answer.

So, I am going to speak about Educational Assessment. It is an introduction to the work that will be organized in groups of teachers wishing to do the research into implementing different types of assessment into practice.

Task2. I would like you to make up a WORDLE about ASSESSMENT, the way you understand it in groups of 5.

So, use your time to think about, what actually do you mean by assessment? And then you might want to ask yourself, what does my school leader think assessment is? And what does my minister of education think assessment is? What do the school inspectors think assessment is, are we even on the same page?

I see great possibilities of using Wordle - “word clouds”, as for teaching English, and learning English.

Students can highlight the most important words in the texts for further reflection or analysis, to use the word cloud as the basis (plan) of the story or presentation. English teachers can use the cloud resulting from the transformation of the text into the task before listening or reading. For example, just try to ignore the text that you are going to read or listen to, at the lesson, bring the cloud into the classroom, hand out and ask students to identify key words about what will be discussed. You can give the students instructions after the holidays: write an essay about a summer vacation and to make his work the cloud. Then in the class to try to tell your text based on words or to share their word clouds and make a story about a summer vacation classmat.

Assessment for Education and Assessment of Education.

I'd like to share what I've learned about good assessment practices that can be useful in school situations while doing on-line course “Foundations of Teaching for Learning 6: Introduction to Student Assessment”

by Associate Professor Gavin Brown, Dr Peter Keegan, Professor John MacBeath
<https://www.coursera.org/courses>

The aim of the workshop is to attract your attention to different types of assessment and what the purposes of the assessments are.

And the first question to ask about assessment is: is it useful? And if the answer is yes, then a number of alternative questions arise. In what way is it useful? And in most cases teachers think that assessment can be useful for summative purposes - that is evaluating students; giving them certificates, giving them grades, to evaluate schools and teachers.

We might not like this, but parents make up their minds about:

Is this good school? Are you a good teacher? And they use assessment data to help form their decision.

Although we have agreed to some extent about State exams, I still don't really feel comfortable with using exams to hold schools under control and to determine what schools and teachers do, as well as judging about the school according to results of the state exams.

There is always a girl in my mind, who makes me feel being disturbed. Although, I consider her to be an average student, she is very ambitious, she keeps asking me” What am I to do to get better grades? Can I retell it better another time? I will never be able to be excellent.”

Well, as a matter of fact, with the time, we do understand the material better, and it doesn't seem difficult to us. For this reason I've started to allow my students to improve their former marks, try it another time when they are properly ready to produce it with good understanding. I was definitely sure there was no purpose in assessment while the education is in its process, everyone makes mistakes. Let's assess the students after we have done all we need studying the theme. So, there has been a sense in which assessment is seen as something bad for students, because you label them as high or low achievers, you compare them with each other, not the progress each child has done. So, there are reasons to have doubts about the validity-обоснованность, законность) and relevance of assessment.

On the other hand, assessment has legitimacy as an evaluative accountability (возможность учета, подотчетность) tool, and as an improvement tool.

The point is that: how you think about assessment as a teacher *matters to how you carry out assessments.*

A good learner learns to be independent or learns to learn with his colleagues.

What is assessment? Assessment is a process by which information is obtained relative to some known objective or goal. Assessment is a broad term that includes testing. A test is a special form of assessment. Tests are assessments made under such circumstances so that they may be administered.

In other words, all tests are assessments, but not all assessments are tests.

Let's talk about these things in terms of the moon shot. When the Americans were planning their trip to the moon, they had to design a series of actions that would guide them in getting to the moon. And they had to have **check points** all the way through the journey of getting to the moon

and coming back alive. And in that series they designed **time** points in which they would check, is everything working okay? In education, we have a set of targets, objectives, outcomes, goals in our teaching, and I hope that we have **checkpoints** where we take stock and say where are we up to and what do we need to do next to continue our journey towards our desired goals. And one of the important things about the moon shot is that when they're halfway between the earth and the moon, they have to make an **adjustment**. And a small adjustment could be a big difference. If they burn the rockets too long in the wrong direction, they miss the moon, and they don't come back. So, that means the **quality of their judgments** has to be very high. And I sometimes wonder whether the judgments we make in the classrooms, interacting with students, also need to have pretty high quality standards in order to advise well as to who needs to be taught what next.

The goal of assessment during teaching is to tell us who needs to be taught what next and conversely, who need what to be not taught this next, because they already know it.

So.....Assessment is the systematic gathering and analyzing of information (excluding course grades) to inform and improve student learning or programs of student learning in light of goal-oriented expectation.

- Where you are*
- Where you need to be*
- Where you should be moving next*

Checkpoint (thumb up-down, wave)

What do we assess? We assess learning, and we evaluate results in terms of some set of criteria.

Video week1 lecture 2(6.20-7.30)

Well, there is a very famous metaphor to think about how are these formative and summative assessments differ. When a chef tastes a soup, he tastes it to see if it meets his mental image of what a perfect soup is. And he reaches a point where he says, this soup is good enough, I want to sell my soup to my customers. The customers pick up the spoon put it in their mouth and they do exactly what the chef did - they taste it and decide whether or not it's delicious, average, or "No, I'm sorry, please send this back to the kitchen. I don't want it. "But both assessments, whether it's formative while the chef is making the soup or summative with the customer tasting the soup, have to involve the same processes: tasting, smelling the soup, to decide it's characteristics and decide it's value. And that's what teachers have to do before the final exam, monitor student learning to see if it's reaching the targets that they're after. So, in contrasting formative and summative assessment what we see is they differ in certain key characteristics. In terms of timing, formative assessment is done before it's too late, before there's nothing more we can do. While summative assessment is at the end. Typically formative assessment involves; teacher and student interactions; question and answers; observations; getting kids to do tasks and observing and evaluating them; getting the students to comment and critique each other's work; getting students to self-evaluate; even giving quizzes. These are all mechanisms for collecting data with a focus on improvement. And quite obviously, if the data from those assessment activities is not

high quality, it's very difficult to understanding who needs to be taught what next. Decision making requires high quality information.

Summative, on the other hand, at the end, we often think of those as being teacher controlled things like tests or exams -sometimes even run by external government agencies. But what's important here is that these summative events at the end of a unit, the end of a term, the end of a year, can become formative. If the teacher picks up the information from that test, and analyses it and says, "Oh, I see my class weren't good at x." Then, if the teacher uses that information to change his or her teaching, then that teacher is being formative. And so, just because it's at the end doesn't mean it's the end. So, summative testing can become formative and just as this client as they're tasting this soup in the restaurant, their feedback goes back to the chef and if 80% of the customers that taste the chef's special soup, comment to the waiters we don't like it, and we don't want to pay for it, then that's a strong message to the chef, who might be able to change his recipe, and get a winning recipe. And so, end of test, end of unit testing can become formative, if teachers and students use it that way. But if they just file and forget, then they're not very formative at all.

Task 3. Checkpoint 3-2-1

3 things you found out

2 interesting things

1 question you still have

What is the difference between Assessment and Evaluation?

Assessment is the gathering of information. Evaluation is the act of setting a value the assessment information. Assessment is information. Evaluation is a judgment.

Assessment is qualitative. Evaluation is quantitative. Assessment pinpoints specific strengths. Evaluation ranks and sorts individuals and their weaknesses within groups. Assessment is diagnostic and formative, as well as summative. Evaluation is only summative. Assessment is most useful to teachers and students. Evaluation is most useful to administrators, politicians and parents. Assessment focuses on the individual student. Evaluation focuses on the group. Assessment is an educational measure. Evaluation is a political/administrative measure. Assessment is referenced by criterion Evaluation is referenced by norm. Why Do We Assess?]
To Improve] To Inform] To Prove

Why is it important to assess?

*To find out what the students know (knowledge).

*To find out what the students can do, and how well they can do it (skill; performance)

*To find out how students go about the task of doing their work (process).

*To find out how students feel about their work (motivation, effort).

What are the functions of assessment?

Diagnostic: tells us what the student needs to learn.(before)

Formative: tells us how well the student is doing as work progresses. (during)

Summative: tells us how well the student did at the end of a unit/task (after)

There are some examples of formative assessment on the slides.

Where to start from? Don't mix up with Mind mapping and Concept Mapping

A road map to success

First:

- Set educational goals
- Pave the way and evaluate at the end

To do this:

- Set goals into measurable learning outcomes
- Determine the desired level of achievement for them
- Select the content, the time and the techniques of assessment
- Select and implement the appropriate teaching methods
- Conduct the assessment and determine whether you are achieving the desirable measurable learning results.

Examples of the road maps are on the slides.

A rubric is a scoring guide. English rubric.

- Criteria- One or more traits or dimensions that serve as the basis for judging the student response.
- Levels of Performance- A scale of values on which to rate each dimension
- Descriptors - Spell out what is expected of students at each level of performance for each criterion. The important elements of the rubric are:
 - * Criteria
 - * Levels of Performance
 - * Descriptors

Principles of giving effective feedback:

1. Give feedback **as soon** after the event **as possible**.
2. Focus **on the positive**.
3. Feedback **needs to be given privately** wherever possible, especially more negative feedback.
4. Feedback needs to be part of the overall **communication process** and 'developmental dialogue'. Use skills such as rapport or mirroring, developing respect and trust with the learner.
5. **Stay in the 'here and now'**, don't bring up old concerns or previous mistakes, unless this is to highlight a pattern of behaviour.
6. Focus on behaviour that can be changed, **not personality traits**.
7. Talk about and describe specific behaviour, giving examples where possible and **do not evaluate or assume motives**.

8. Use **'I'** and give your experience of the behaviour ('When you said..., I thought that you were...').
9. **9.** When giving negative feedback, **suggest alternative behaviour.**
10. **10.** Feedback is for the recipient, not the giver – **be sensitive** to the impact of your message.
11. **11.** **Consider the content** of the message, the process of giving feedback and the congruence between your verbal and non-verbal messages.
12. **12. Encourage reflection.** This will involve posing open questions such as:
 - (a) Did it go as planned? If not, why not?
 - (b) If you were doing it again what would you do the same next time and what would you do differently? Why?
 - (c) How did you feel during the session? How would you feel about doing it again?
 - (d) How do you think the learner felt? What makes you think that?
 - (e) What did you learn from this session?
13. Be clear **about what you are giving feedback on** and link this to the learner's overall professional development and/or intended programme outcomes.
14. **Do not overload** – identify two or three key messages that you summarize at the end.

What to begin with...

1. <https://youtu.be/075aWDdZUIM>
Teaching in the 21st Century
2. <https://www.youtube.com/watch?v=HcLMIY6R7RM>
Assessment for learning
3. <https://youtu.be/1Tihrg7nBos>
Effective feedback and formative assessment
4. <https://youtu.be/uOnSW3W4MW0>
Formative and summative assessment
5. <https://youtu.be/PLxXSaxIQiQ>
Easy way for teachers to record and track praise
6. www.faculty.londondeanery.ac.uk/e-learning/workplace-based-assessment/2-deciding-how-to-assess/view?portal
7. <http://ctl.utexas.edu/teaching/assess-learning/methods-overview>
8. <http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html>

References

1. <https://www.coursera.org/courses>
“Foundations of Teaching for Learning 6: Introduction to Student Assessment”
2. <http://www.faculty.londondeanery.ac.uk/e-learning/workplace-based-assessment/2-deciding-how-to-assess>
3. <http://ctl.utexas.edu/teaching/assess-learning/methods-overview>
Center for teaching and learning
4. http://www.youtube.com/watch?v=v_dt6VGjk7Y
5. <https://www.youtube.com/watch?v=HcLMIY6R7RM>
6. Formative_Assessment_Article_Aug2013
Formative and Summative Assessments in the Classroom. Catherine Garrison.
7. Формирующее оценивание: оценивание для обучения. Практическое руководство для учителей. М.А. Pinskaya
8. <http://www.slideshare.net/armovil/assessment-of-student-learning?related=1>