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**Don’t work hard work smart!**

Dear colleagues, have you ever wondered what makes a student a good learner? Well, I am not tired of telling my students: “A good learner is an independent learner.” How to make our students motivated enough to study on their own and to meet their own needs? I have been experiencing deep emotional dissatisfaction since one of my students asked me, “Will I ever get better grades? What am I to do to know the language better? Will I ever be able to be excellent?” To be fair, the reason for my concern is that inwardly I’ve been categorizing students into week and strong, capable and incapable of learning to speak English 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**. Please, study the message the picture contains, and answer the question:

“How do you think the picture is related to us, English teachers?”

Well, as I\we 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; there is something I am missing when judging students. So this deep concern about the outcome of my work has led me to The Net to search for the answer. This is what I am going to speak about.

Educational Assessment.

**Task2.** Let’s make up a WORDLE about ASSESSMENT, the way you understand it. So, use your time to think about, what actually **you mean** by assessment; and then you might want to ask yourself, what **my school leader thinks** assessment is; and what my **minister of education thinks** assessment is; what **the school inspectors think** assessment is; are we on the same page?

I see great possibilities of using the “Wordle” - “word clouds”, for teaching 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.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 classmates. It can be a perfect tool for assessing vocabulary.

Well, my “HUGE Thank you” to N/M/ Perelgut who sent me a site

<https://www.coursera.org/courses>

where I found what I was looking for:

“[**Foundations of Teaching for Learning 6: Introduction to Student Assessment**](https://class.coursera.org/teach6-003/)**”  
by Associate Professor Gavin Brown, Dr Peter Keegan, Professor John MacBeath**

And the first question to ask about assessment is: is it useful? 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 as well, about: Is this good school? Are you a good teacher? And they use assessment data to form their decisions. I still don't really feel comfortable when people make judgment about the school basing on the state exams results. So, assessment has legitimacy as an evaluative accountability (возможность учета, подотчетность) tool.

On the other hand, I am definitely sure there is no purpose in evaluating assessment when the material is in the process of being studied, when for some students it is too early to be evaluated, some of them need more time to master the material. There has always 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.

**Professor Gavin Brown** in his lecture speaks about assessment in terms of the flight to the Moon. “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, if everything is working okay. And one of the most 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. So, that means the **quality of their judgments** has to be very high.”

Our 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, not to be taught this next, because they already know it and make the necessary adjustments in our teaching process.

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 students are***
* ***Where students need to be***
* ***Where students should be moving next***

**Checkpoint (thumb up-down, wave)**

What do we assess? We assess learning, and we assess the result of learning, evaluate them. **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 is 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 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.** 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 information. Evaluation is a judgment.

What do we find out with formative assessment?

\* what the students know **(knowledge).**

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

\* how students go about the task of doing their work **(process).**

\* 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 is a great SELECTION OF TECHNIQUES already:

* Assessing Prior Knowledge, Recall, Understanding

**Background Knowledge Probe (**"Background Knowledge Probes" are short, simple questionnairesat the start of a new unit or lesson, or prior to introducing an important new topic. Such "probes" may require students to write short answers, to circle the correct responses to multiple-choice questions, or both. They can be used as both pre- and post- assessments, before instruction, to find out the students' "baseline" knowledge level; and immediately after, to get a rough sense of how much and how well they have learned the material**;**

**The One-Minute Paper;** the students are asked to respond briefly

in writing to 2 questions: "What was the most important thing you learned during the lesson” “What important question remains unanswered?" (Or, "What are you still confused about?")**;**

**The Muddiest Point;** "What was the muddiest point in the lecture, the homework assignment) Students must quickly assess what they do not understand and must be able to articulate their confusion (which is itself a complex and useful skill).

* Assessing Skill in Application and Performance

**Directed Paraphrasing;** this technique allows to examine students' understanding of information and their ability to transform it into a form that can be meaningful to specific audiences. This task is more complex than simple paraphrasing (or summary), it directs the student to speak/write to a particular audience and purpose.

**Application Cards;** after students have been introduced to some principle, theory, the teacher passes out index cards and asks students to write down at least one possible, real-world application for what they have just learned.

This technique allows to determine quickly whether students understand the applications of what they have learned. Students are forced to **link** new information with prior knowledge.

**Student-generated Test Questions;** the teacher sees what their students consider the most important or memorable content, what they understand as fair and useful test questions, and how well they can answer the questions they have posed. It can also alert the teacher when students have inaccurate expectations about upcoming tests.

* Assessing Skill in Analysis and Critical Thinking

**Pros and Cons Grid;** This assessment forces students to go beyond their first reactions, to search for at least two sides to the issue in question, and to weigh the value of competing claims. The technique provides important information on the students' depth and breadth of their analyses and on their capacity for objectivity.

**SOS;** the teacher presents a statement (S), asks the student’s opinion (O) (whether the student agrees or disagrees with the statement), and asks the student to support (S) his or her opinion with evidence. This summary can be used before or during a unit to assess student attitudes, beliefs, and knowledge about a topic. It can be used at points throughout a unit or lesson to assess what students are coming to understand about the topic. And it can be used at the end of a unit to see if attitudes and beliefs have been influenced or changed as a result of new learning.

* Assessing Skill in Synthesis and Creative Thinking

**The One-Sentence Summary:**

"Who does what to whom, how, why, where and when"?

"Who does what to whom, when, where, how, and why"?

Students are constrained by the rules of sentence construction and must also think creatively about the content learned. Students practice the ability to **condense** (сжато выражать) information into smaller, interrelated bits that are more easily processed and recalled.

*Well, to some extend we do that but we do that orally what we receive? Only quick students answer questions all the rest are afraid to look and sound foolish, that’s how they accept question-answer work.*

**The rules to make assessing be most successful:**

* use only those techniques that appeal to you
* start with techniques that are quick and easy to use in a classroom
* select the technique carefully to what information you need to get, analyze it and decide what needs improvement or what is needed to improve
* report back to students what you have learned from student feedback and how that information can be used to improve student learning
* practice the technique yourself before you use it in class

There are some examples of formative assessment on the slides.

**Task 4. Where to start from? Give as many ideas as you can.**

**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.

**The techniques that are in practice already:**

1. Road map- a Way to Success

2. SOS (Statement, opinion, support)

3. 3-2-1 (3 things you found out, 2 interesting things, 1 question you still have)

4. My effort

5. I Have the Question, Who Has the Answer?

6. Rubric.

7. Mind Map.

8. Making Tests. (What questions would I ask if I were a teacher and wanted to check whether the students understood the material?)

9. Traffic light (understand-doubt- don’t understand)

10. Wordle.

11. Word Sort . (students sort into given categories or create their own categories for sorting a set of vocabulary terms)

12. Who needs my help? (peer help- peer assessment)

13. Whose answer is right? (group work)

14. 6Qs (asking questions on the text according to Bloom’s taxonomy, swap the questions with other groups to sort out the questions)

15. Can I ask you a question? An interview. ( group work)

16. *The Final before the Final*

(Ms. O’Malley gives her final exam two weeks in advance of the end of the term. Those students who do not pass the exam then spend the next two weeks identifying and closing their gaps as they prepare to retake the test (different test, same learning targets). Those students who pass the exam, move to enrichment activities. To her surprise and delight, many students who pass the exam the first time choose to coach a student who did not pass as their extended learning opportunity).

**There is always room for improvement!**

**What to begin with…**

1. <https://youtu.be/075aWDdZUlM>

Teaching in the 21st Century

2. <https://www.youtube.com/watch?v=HcLMlY6R7RM>

Assessment for learning

3. <https://youtu.be/1Tihrg7nBos>

Effective feedback and formative assessment

4. <https://youtu.be/u0nSW3W4MW0>

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](http://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](https://class.coursera.org/teach6-003/)”

1. <http://www.faculty.londondeanery.ac.uk/e-learning/workplace-based-assessment/2-deciding-how-to-assess>
2. <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=HcLMlY6R7RM>

6. Formative\_Assessment\_Article\_Aug2013

Formative and Summative Assessments in the Classroom. Catherine Garrison.

7. Формирующее оценивание: оценивание для обучения. Практическое руководство для учителей. M.A. Pinskaya

1. <http://www.slideshare.net/armovil/assessment-of-student-learning?related=1>