

# Today's webinar: Putting tests to test – on formative assessment in online teaching

Lets' face it – school (even online) cannot exist without assessment. Evaluating students' progress is an important as almost every educational system involves marks, scales and exams. The problem is that 'traditional' tests and quizzes are far from perfect: they often fail to offer constructive feedback, they cannot be carried out too often and they certainly do not make students feel positive. So how to make sure our assessment actually makes sense?

And this is where formative assessment comes to rescue. It can create a learner-friendly environment, help students progress linguistically as well as develop their life skills. So in the webinar I will explain some of the most basic ideas behind formative assessment and I will show some practical tips for everyday classroom. I will focus on such areas as providing positive feedback, reacting to students' mistakes or introducing peer assessment. If you find any of these topics interesting, join the webinar and see how formative assessment can work in your classroom!



**Karolina Kotorowicz-Jasińska** is an experienced teacher and a teacher trainer with a strong academic background. She holds a PhD degree in applied linguistics and specialises in ELT methodology. Her teaching practice began when she was still a student and discovered that teaching English was great fun. Since then she has had an opportunity to work with different age groups at all proficiency levels. For many years now, Karolina has been an author of various ELT publications, including students' book and workbooks. Karolina also works as a DOS at a primary school in the suburbs of Warsaw where she helps the teachers of English to maximize their teaching potential.

## PUTTING TESTS TO TEST

On formative assessment in online  
teaching

September 2020



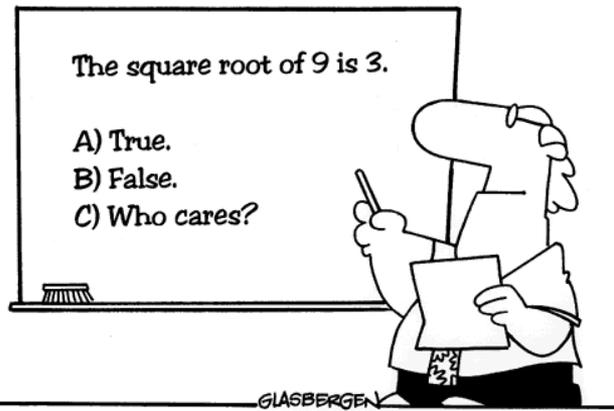
macmillan  
education

© Randy Glasbergen  
www.glasbergen.com



**“Why is an A or B better than a C or D?  
Aren't all letters equal in the eyes of God?”**

Copyright 1996 Randy Glasbergen. www.glasbergen.com



**Many students actually look forward  
to Mr. Atwadder's math tests.**

## Reasons for assessing children

- to provide the teacher, children and parents with information on progress and achievement
- to increase children's motivation
- to identify children's strengths and weaknesses
- to compare learners
- to check effectiveness of teaching methods and materials

*an administrative requirement*

## Would you feel 'in form' (= performing well as a learner) if:



- the teacher gave you a test to do at home?
- you got a 5 for a task into which you have put little effort?
- you were to create a test for you and your friend?
- you could decide what to include in a test?
- your parent asked you *Did you get any marks?* every day?
- you get test back with a comment: ‚Practice your vocabulary’?

## Would you feel 'in form' (= good & performing well as a learner) if:

- the teacher gave you a test to do at home?

in **FORM**

- you got a 5 for a task into which you have put little effort?

- you were to create a test for you and your friend?

in **FORM**

- you could decide what to include in a test?

in **FORM**

- your parent asked you *Did you get any marks?* every day?

- you get test back with a comment: ‚Practice your vocabulary’?

# FORMATIVE ASSESSMENT

Formative  
assessment

Summative  
assessment

Low-stake  
testing

High-stake  
testing

,traditional'

graded

long-term

summary

stressful

important

selective



Summative  
assessment



High-stake  
testing

Formative  
assessment

Low-stake  
testing

**remedial**  
**encouraging**  
**individual**  
**ongoing**  
**informal**  
**short-term**  
**motivational**

# End-of-year test

## 1 Look, find and write the words.

dthelicopteraf trainbnwatermelonrspandapglasesgubowlingalleyz



train



5

## 2 Read and write the correct verbs.

1 like

likes

I'd like some apples, please.

2 play

plays

She plays basketball on Monday.

3 live

lives

My grandma doesn't live in a flat.

4 wear

wearing

We're wearing boots and coats.

5 cross

crossing

Stop! Don't cross!

6 make

making

My dad likes making cakes.

5





**1**  
Students write a quiz on present simple.

**2**  
Students write a test on present simple for their friend.

**3**  
Students quiz each other on new vocabulary

**4**  
Students use the key to check the answers and grade their own work.

**5**  
Making observations as students do a speaking task. Writing all mistakes on sticky notes to be given out to students.

# FORMATIVE ASSESSMENT

## TESTING EXPERIENCE

# FORMATIVE ASSESSMENT

## LEARNING EXPERIENCE

## FORMATIVE ASSESSMENT IS NOT:

- a replacement for grades
- descriptive evaluation (i.e. writing long feedback on students' progress)
- evaluation of how much students have mastered

## FORMATIVE ASSESSMENT IS :

- teacher's attitude
- feedback on performance
- outlook into the future
- giving up teacher's authority
- promoting learner's responsibility (peer and self-assessment)
- learner friendly

## Why?

The goal of formative assessment isn't to assess whether or not students have mastered the ultimate objective, but to keep your fingers on the pulse of students' thinking – to make sure they're on the right path.

**Samantha Cleaver**

# ASSESSMENT OF LEARNING

# ASSESSMENT **FOR** LEARNING

# FORMATIVE ASSESSMENT IN ONLINE TEACHING

- TRADITIONAL TESTING FAILS
- A LOT OF ONGOING DIAGNOSIS
- GOOD FOR MIXED ABILITY CLASSES
- ELIMINATING STRESS & BUILDING RELATIONS



# FORMATIVE ASSESSMENT STRATEGIES IN THE CLASSROOM



**EXIT TICKET**

Name: \_\_\_\_\_

Choose the emoji that reflect how you feel about the lesson. Explain your reason why!















I chose this emoji because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# THERE IS MORE TO FORMATIVE ASSESSMENT THAN A FEW GADGETS!!!



Boost language  
development



Life skills

**Alternative assessment  
techniques**

**Lesson planning**

**Valuable feedback**

## Alternative assessment techniques

Lesson planning

Valuable feedback

*If not a test then what?*

**ENRICH YOUR REPERTOIRE**

**GIVE THE RIGHT TO SHOW KNOWLEDGE  
IN MANY WAYS**

**GIVE YOURSELF SOME TIME OFF**

content

criteria

marking



# Peer assessment

- Write a test for your friend



**4 Write the words in the correct boxes.**

summer bus lorry pepper beans  
autumn plane winter potato motorbike

Food	Seasons	Transport
pepper	summer	

4

**4 Write the words in the correct boxes.**

Food	Seasons	Transport
_____		_____
_____	_____	_____
_____	_____	_____

	4
--	---

**8 Read and match.**

- 1 Were you at school yesterday?  
2 Does he like painting?  
3 Is she eating a coconut?  
4 Are they taking photos?  
5 Do you play tennis?  
6 Would you like some beans?
- a Yes, she is.  
b Yes, I do.  
c No, I wasn't.  
d Yes, please.  
e No, he doesn't.  
f No, they aren't.

 5**Total** **Academy  
Stars<sup>2</sup>**

Photocopiable © Macmillan Education Limited 2020

**8 Read and match.**

- 1 *Were you at school yesterday* ?  
2 \_\_\_\_\_ ?  
3 \_\_\_\_\_ ?  
4 \_\_\_\_\_ ?  
5 \_\_\_\_\_ ?  
6 \_\_\_\_\_ ?

- a Yes, she is.  
b Yes, I do.  
c No, I wasn't.  
d Yes, please.  
e No, he doesn't.  
f No, they aren't.

5

## Peer assessment

- Write a test for your friend
- Finish the instructions.... (Write 5....., Translate into English....., Write 3 sentences in ..... etc.)
- Dictation (words on a list, sentences from a text) ⇒ ONLINE VERSION



# Self assessment

- Compare your skills



# My grandpa, my hero

Grandpa is my hero.  
He looks after me.  
He waits for me at school  
And makes me toast and tea.

Grandpa is my hero.  
He always plays with me.  
He talks about the colours  
Of the sky and of the sea.

Grandpa is my hero.  
One day we climbed up high.  
We listened to the wind  
And to the birds fly by.



## Values

How do you show respect for your grandparents?

Grandpa is my hero.  
Together we carry my books.  
Hand in hand we cross the road,  
But only Grandpa looks.

Grandpa is my hero  
Because he's teaching me  
What's important is my heart  
And not that I can't see.

*Jay, aged 10*

Grandpa  
Really loves  
Animals. He's got a  
Noisy  
Donkey, a naughty  
Parrot and  
A little black and white cat.

*Yusraah, aged 8*



## self assessment

# My grandpa, my hero

Grandpa is my hero.  
He looks after me.  
He waits for me at school  
And makes me toast and tea.

Grandpa is my hero.  
He always plays with me.  
He talks about the colours  
Of the sky and of the sea.

Grandpa is my hero.  
One day we climbed up high.  
We listened to the wind  
And to the birds fly by.

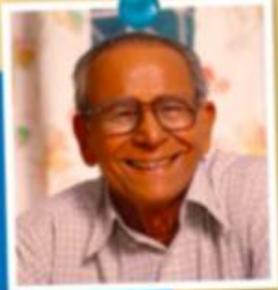
Grandpa is my hero.  
Together we carry my books.  
Hand in hand we cross the road,  
But only Grandpa looks.

Grandpa is my hero  
Because he's teaching me  
What's important is my heart  
And not that I can't see.

*Jay, aged 10*

**Grandpa**  
Really loves  
Animals. He's got a  
Noisy  
Donkey, a naughty  
Parrot and  
A little black and white cat.

*Yusra, aged 8*



**Values**

How do you show respect for your grandparents?

## self assessment

# My grandpa, my hero

Grandpa is my hero.  
He looks after me.  
He waits for me at school  
And makes me toast and tea.

Grandpa is my hero.  
He always plays with me.  
He talks about the colours  
Of the sky and of the sea.

Grandpa is my hero.  
One day we climbed up high.  
We listened to the wind  
And to the birds fly by.

Grandpa is my hero.  
Together we carry my books.  
Hand in hand we cross the road,  
But only Grandpa looks.

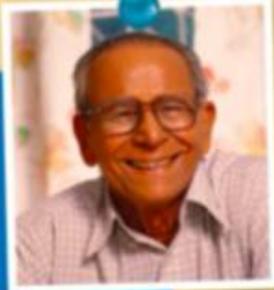
Grandpa is my hero  
Because he's teaching me  
What's important is my heart  
And not that I can't see.

*Jay, aged 10*

**Grandpa**  
**Really loves**  
**Animals. He's got a**  
**Noisy**  
**Donkey, a naughty**  
**Parrot and**  
**A little black and white cat.**

*Yusraah, aged 8*

 **Values**  
 How do you show respect for your grandparents?

# Self assessment

- Compare your skills
- Work on the text at home and... (remember 1 definition / learn three new words / translate one sentence)
- Take the test home
- Study the answer key



## Answer key

- random order of answers (for students to match)
- split between students to share
- write on the board

# ONLINE SELF-ASSESSMENT TASKS

STUDENTS' CHOICE

# 2 My busy week

## Lesson 1 Vocabulary

### 1 Unscramble the words.



1 Saturday    2 \_\_\_\_\_    3 \_\_\_\_\_    4 \_\_\_\_\_



5 \_\_\_\_\_    6 \_\_\_\_\_    7 \_\_\_\_\_

### 2 Complete the words. Then match.

1 play b a s k etba l l

2 go t \_ s \_ ho \_ l

3 have a musi \_ le \_ son

4 do gy \_ nas \_ ics



## Lesson 2 Grammar time

### 1 Look and tick (✓) or cross (×).



### 2 Read the story on Pupil's Book page 20 again. Look and circle.

1 We / **I** have a music lesson on Thursday.



2 We / I play on Saturday.



3 They / I play basketball on Tuesday.



4 I / They have a music lesson on Wednesday.



# ONLINE SELF-ASSESSMENT TASKS

- Take a photo of two completed activities of your choice and send it to me.
- Take a photo of one activity (from lessons 1 and 2) which was the easiest / most difficult / you are proud of and send it to me.
- Take photo of a picture from the book and describe it with two sentences. Write or record the sentences.

# 2 My busy week

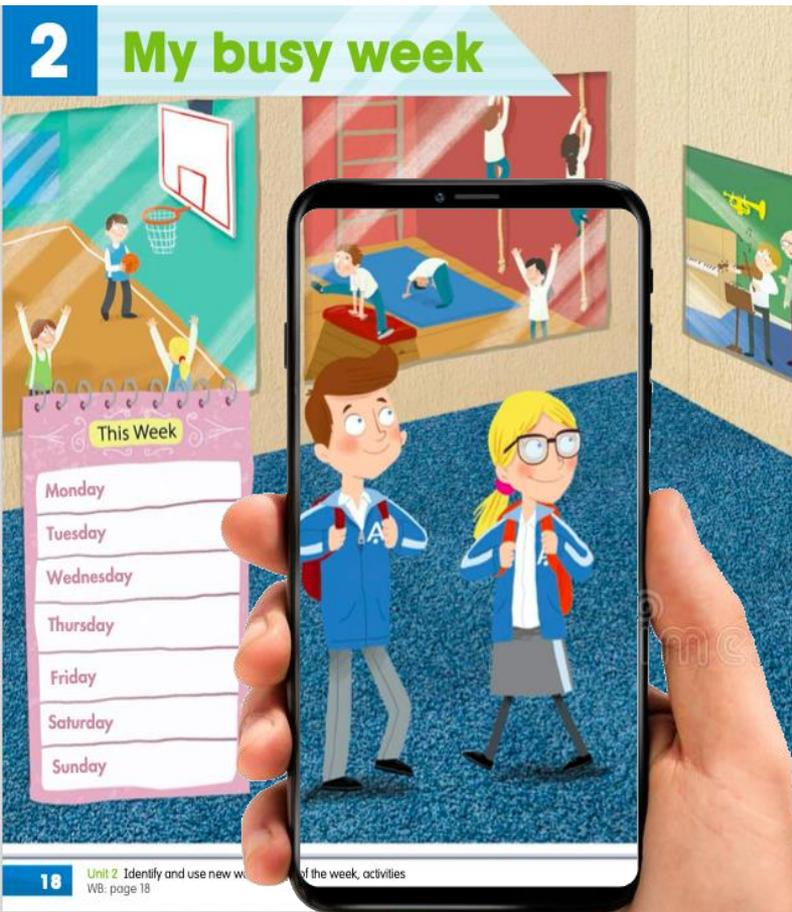
The illustration shows a school hallway with a blue carpet. In the foreground, a boy and a girl with backpacks are walking. To their left is a pink calendar titled 'This Week' with a list of days from Monday to Sunday. The background features three windows: the left one shows a basketball game, the middle one shows students on a gymnasium floor, and the right one shows a music class.

This Week
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

18 Unit 2 Identify and use new words: days of the week, activities  
WB: page 18

Academy Stars 2 PB, p. 18

[ Putting tests to test / 07.09.2020 ]



DIAGNOSTIC ASSESSMENT

Academy Stars 2 PB, p. 18



## Revision: Vocabulary 1

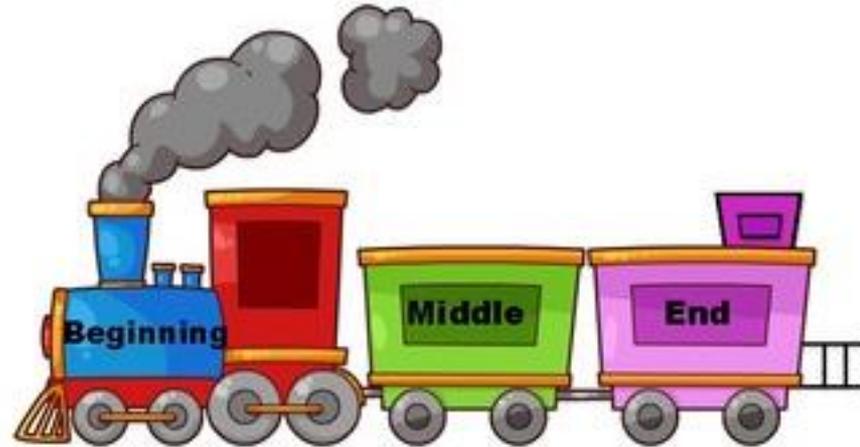
**1 Choose the animals you can see.** crocodile camel bird panda wolf giraffe bear sheep[Show next answer](#)[Show all answers](#)[Submit](#)

Alternative assessment  
techniques

**Lesson planning**

Valuable feedback

## Every lesson is a short story



Learning  
objectives

**for the teacher**

What do I want to achieve?

**for the learner**

What am I supposed to do?

## Learning Intentions



## Success Criteria



*Adults rarely make effort to find out how much children already know.*

professor M. Żytka

## 3

## Our things



## Lesson 1 Vocabulary



1 1.33-1.34 Listen and say. Then listen and number.

camera computer glasses guitar phone radio TV watch 

2 Look at the picture. Find the things in Activity 1.

3 Which thing doesn't make a sound?

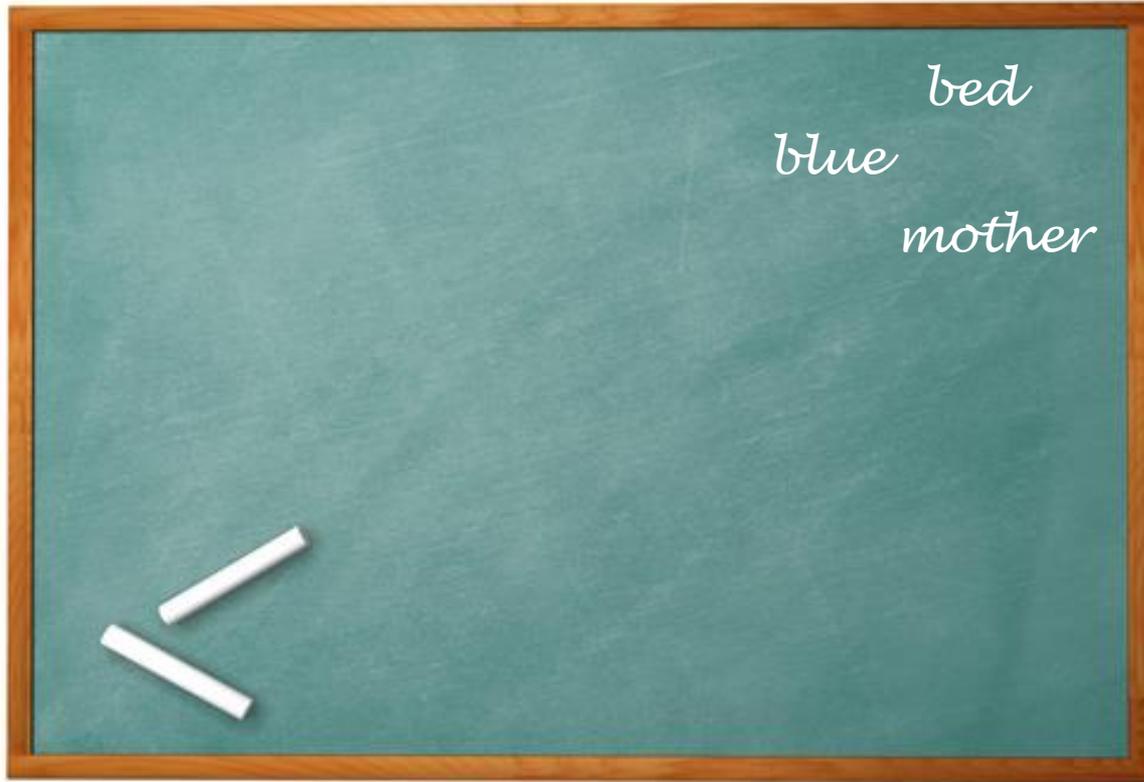
4 1.35 Sing and act out. **Be a star!**

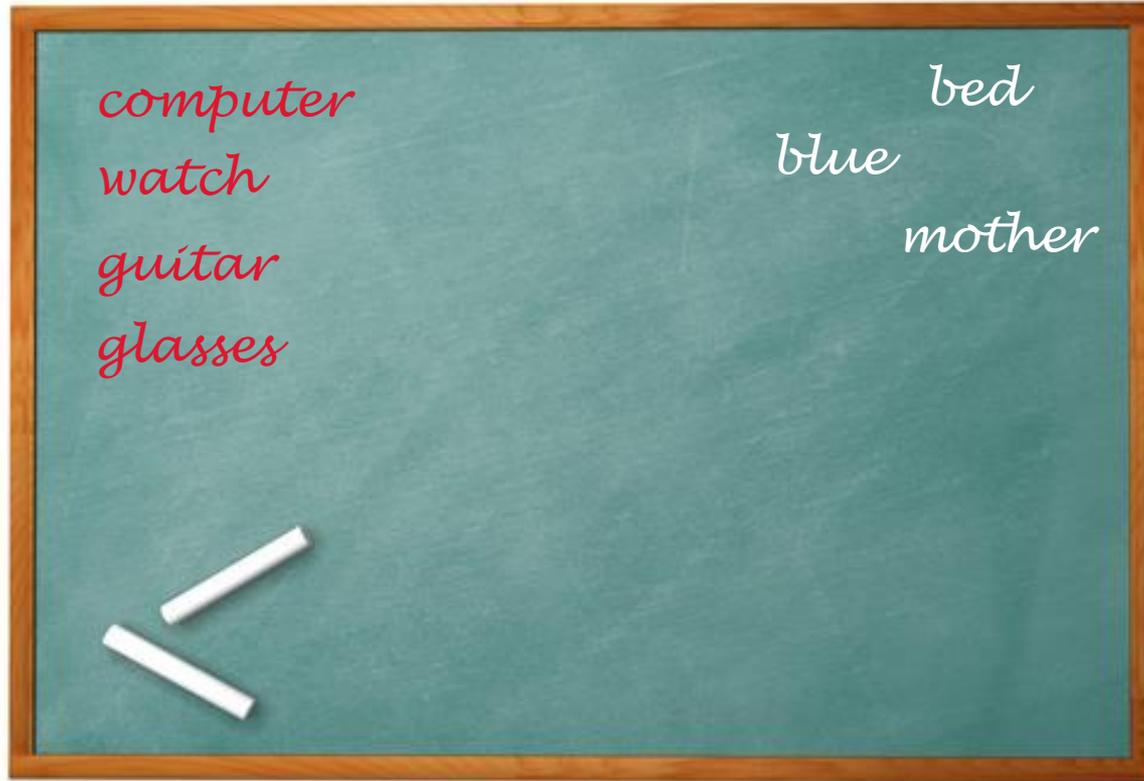
## Blue kangaroo blues

I can see my camera.  
I can see my glasses, too.  
I can see my guitar.  
But I don't know what to do.  
I just can't find, just can't find,  
My blue kangaroo!

*I've got the blue kangaroo,  
The blue kangaroo blues.  
I don't know what to do.  
I've got the blue kangaroo blues.*

I can see my phone.  
I can see my radio, too.  
I can see my computer.  
But I don't know what to do.  
I just can't find, just can't find,  
My blue kangaroo!





# PLANNING IN ONLINE TEACHING

- It's impossible to do ALL of the activities.
- Teachers need to prioritise.
- A lesson should begin with a review (cognitive and diagnostic function).
- A lesson should end with a round-up.

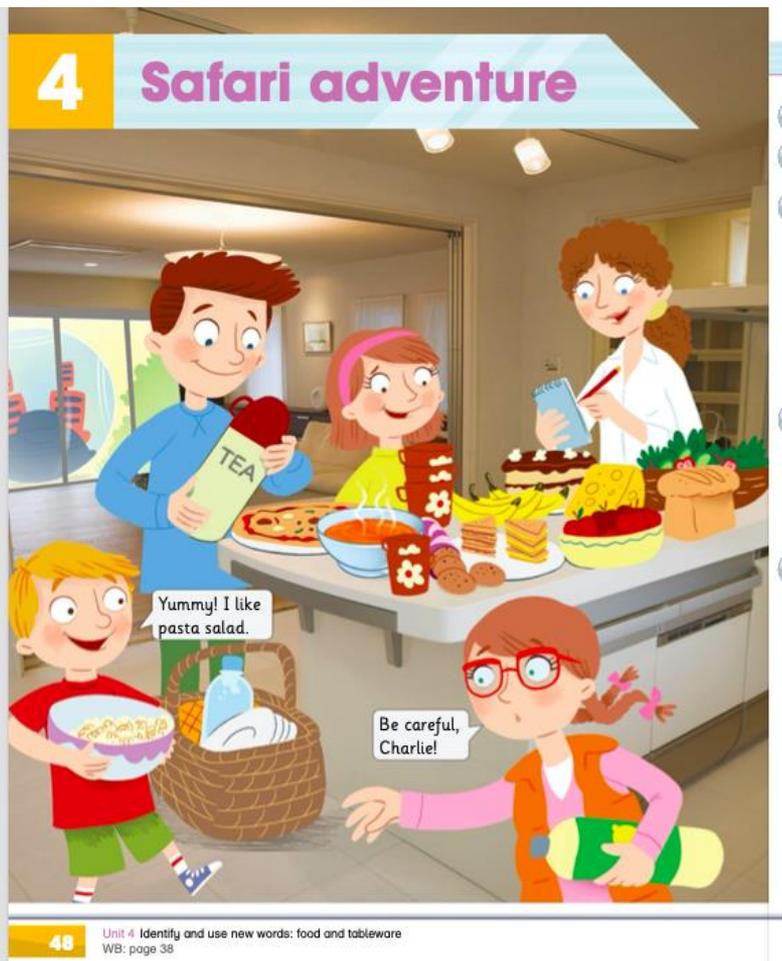


## OPENING TASKS

- Show students a flashcard and ask to remember as many details as possible. Then hide the picture and ask students to recall what they saw.
- Show students a photo from the previous lesson (the beginning of the unit). Say sentences (true and false) about the photo. If the sentence is true, Students keep sitting, if it's false, they have to stand up. (gestures may be different)



1.35 Listen and play the game. Say the word *before* or *after*.



48 Unit 4 Identify and use new words: food and tableware  
WB: page 38

# CLOSING TASKS



- 1, 2 - Two words that I've learnt:  
 3, 4 - A sentence that I can say:  
 5, 6 - I want to ask the teacher:

Name: \_\_\_\_\_

 I understood _____ _____ _____	 I'm unsure of _____ _____ _____	 I'm confused about _____ _____ _____
--	---	--

©AshleyBrennan2016

Name: \_\_\_\_\_

 3 things I learned:  
 • \_\_\_\_\_  
 • \_\_\_\_\_  
 • \_\_\_\_\_

 2 things I found interesting:  
 • \_\_\_\_\_  
 • \_\_\_\_\_

 1 question I still have:  
 • \_\_\_\_\_

©AshleyBrennan2016

## CLOSING SENTENCE

*I want to remember ...*

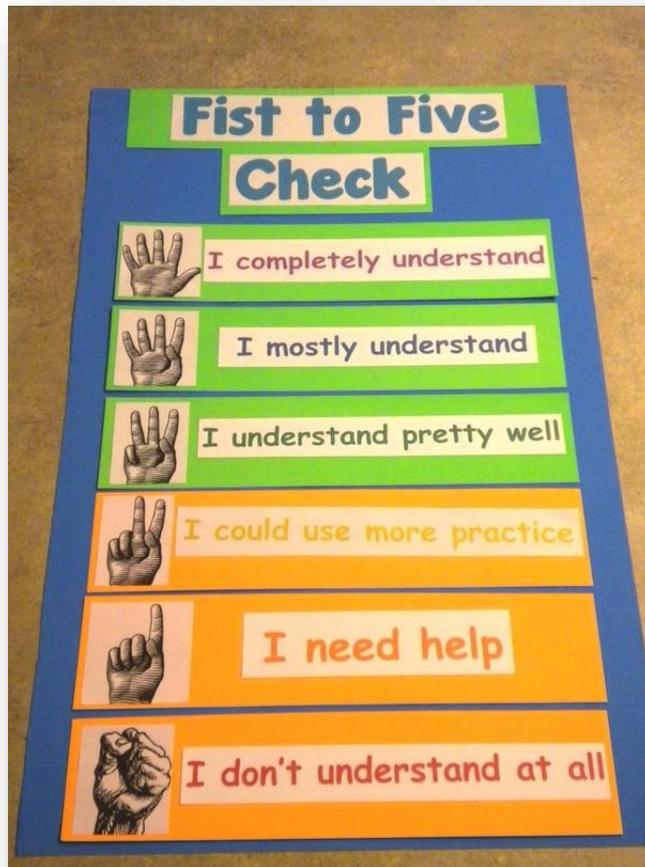
*Something I learned today...*

*One word to sum up what I learned...*

*Something I already knew*

*I'm still confused about ...*

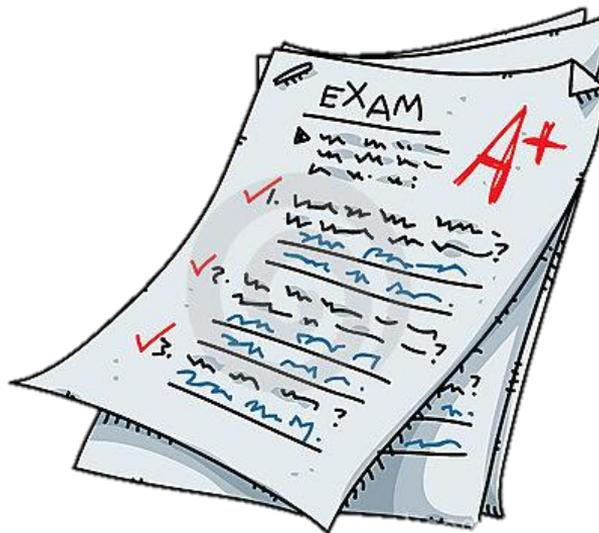
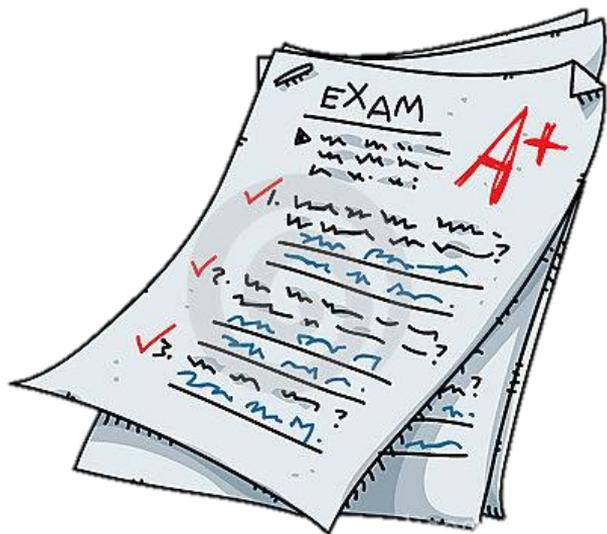
*An "aha" moment that I had today...*



**Alternative assessment  
techniques**

**Lesson planning**

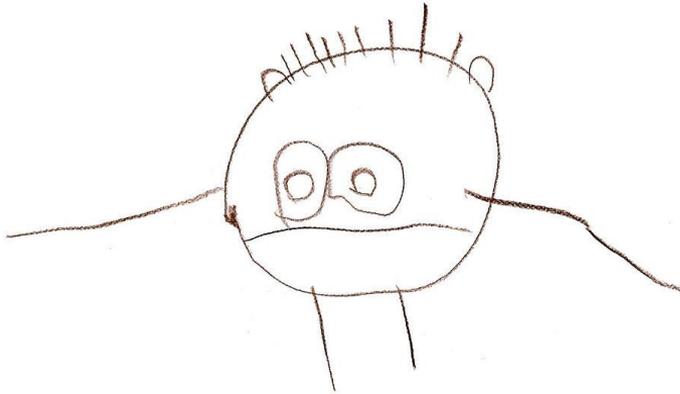
**Valuable feedback**



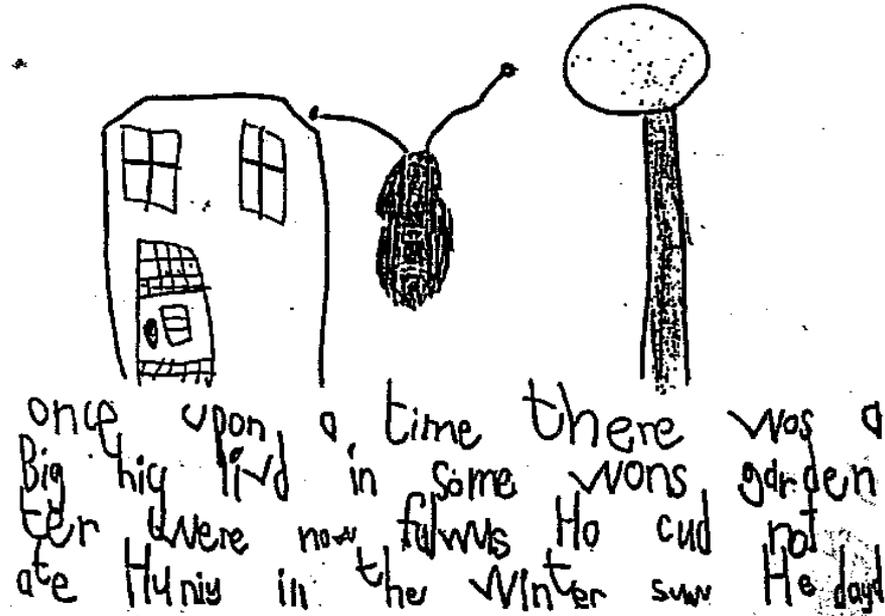
# What is valuable feedback?

- Neutral (not always positive)
- Underlining strengths and weaknesses
- Fair (refers to the lesson / task goal)
- Clear and concise (short and understandable)
- Meaningful

## *"I can see" strategy*



*WILLIAM (6 years old)*



once upon a time there was a  
big big bird in some wons garden  
then there were now flowers He cud not  
ate Hunis in the winter saw He dayd

*(Once upon a time there was a bee he lived in some one's garden there  
were no flowers he could not eat honey in the winter so he died)*



You ask students to write comprehension questions to text in the student's book. What would you do if a student wrote this?

Where does Tim live?

How many people are in his family?

What official languages Tim speaks?

What does Tom and his family eat with?



**Valuable feedback**

Assessment becomes formative when it gives practical and explicit advice how to improve.

**FEEDBACK**



**LANGUAGE TASK**

**"FEEDFORWARD"**

My name's Ben. My friends' name is Peter. My favorite colour is black. My ruller is green, my school bag is yellow and my pencilcase is blue. Peter's favourite colour is black. His ruller is black and his notbook is red.

source: Piotrowska, E. 2016. *Ocenianie Kształtujące w Szkole Podstawowej*. Macmillan Education

**Valuable feedback**

My name's Ben. My friends' name is Peter.  
My favorite colour is black. My ruller is  
green, my school bag is yellow and my  
pencilcase is blue. Peter's favourite colour is  
black. His ruller is black and his notbook is  
red.

Ben,  
I like your work. You and Peter have the same favourite  
colour – that's great!

Please revise the names of school objects - do activities  
2 and 3 on page 23 again.

And remember!  
friend's (one friend)  
Friends' (many)  
Finish the sentences:  
My friend's name is...  
My friends' names are....

source: Piotrowska, E. 2016. *Ocenianie Kształtujące w Szkole  
Podstawowej*. Macmillan Education

**Alternative assessment  
techniques**

**Lesson planning**

**Valuable feedback**

## Summary

*I want to remember ...*

*Something I learned today...*

*One word to sum up what I learned...*

*Something I already knew*

*I'm still confused about ...*

*An "aha" moment that I had today...*



# Thank you

## References:

Clarke, S. 2009. *Active Learning Through Formative Assessment*. Hodder Education.

Cleaver, S. 15 Ways to Know When Your Students Aren't "Getting" It: A Guide to Formative Assessment downloaded from [www.weareteachers.com/blogs/post/2015/08/21/15-ways-to-know-when-your-students-aren-t-getting-it-a-guide-to-formative-assessment](http://www.weareteachers.com/blogs/post/2015/08/21/15-ways-to-know-when-your-students-aren-t-getting-it-a-guide-to-formative-assessment).

Piotrowska, E. 2016. *Ocenianie Kształtujące w Szkole Podstawowej: Praktyczny Przewodnik dla Anglisty*. Macmillan Education.