

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 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

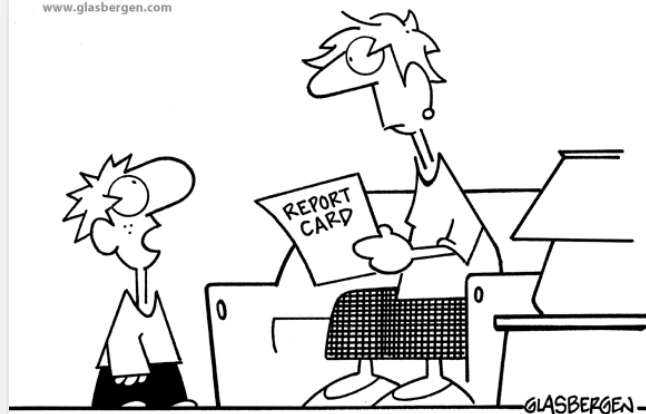
On formative assessment in online
teaching

September 2020



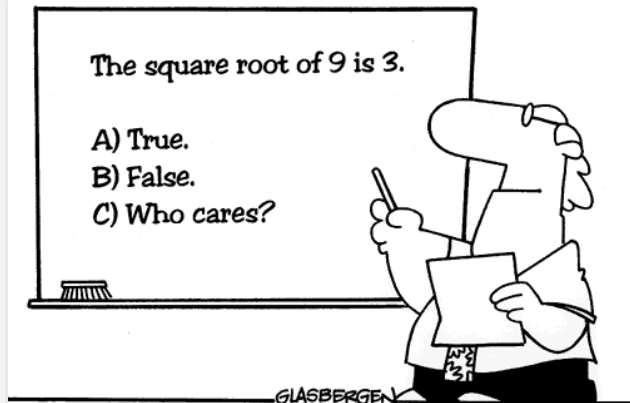
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"Why is an A or B better than a C or D?
Aren't all letters equal in the eyes of God?"

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**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.

dt h e l i c o p t e r a f train b n w a t e r m e l o n r s p a n d a p g l a s s e s g u b o w l i n g a l l e y z



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

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8 Read and match.

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

| | |
|--|---|
| | 5 |
|--|---|

Total

| | |
|--|--|
| | |
|--|--|

**Academy
Stars²**

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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.



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.
Yusrah, aged 8



self assessment

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Values

How do you show respect for your grandparents?

self assessment

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 **Values**
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A little black and white cat.

Yusraah, aged 8



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

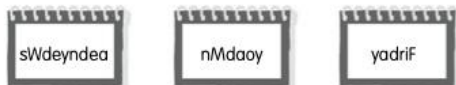
2 My busy week

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 i

2 go t _ s _ ho _ l

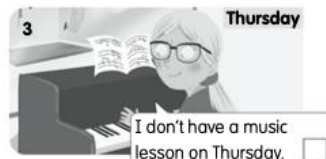
3 have a musi _ le _ son

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.

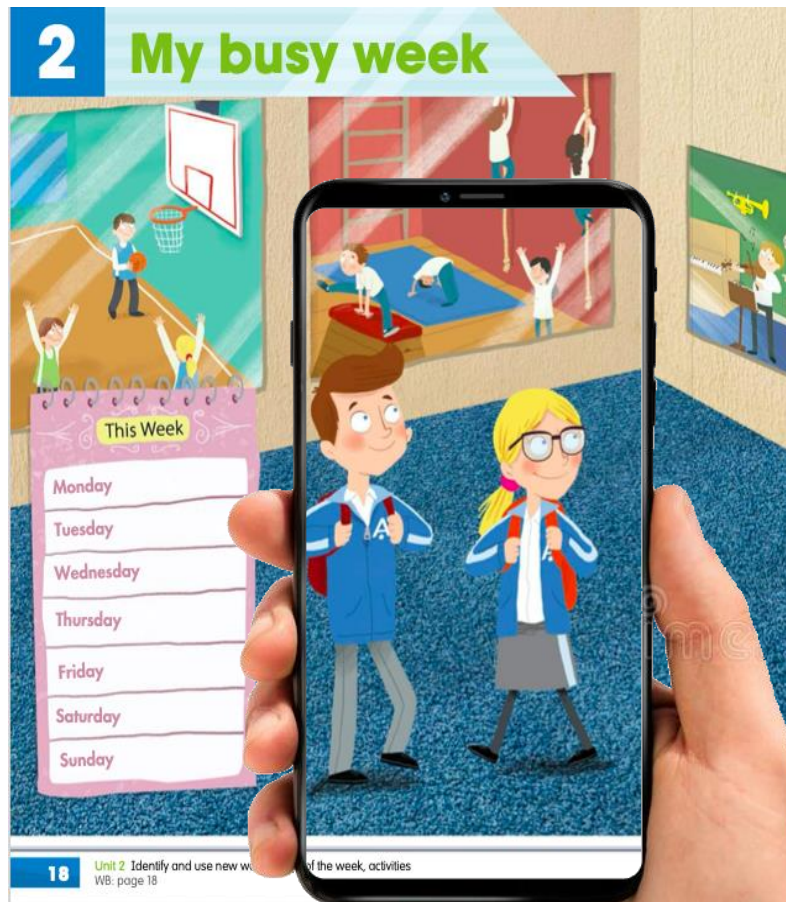
2 My busy week

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



DIAGNOSTIC ASSESSMENT

Academy Stars 2 PB, p. 18

The screenshot shows a web browser window with the address bar displaying 'mee2.macmillan.education'. The page title is 'AS3 Pupil's Practice Kit'. The interface features a dark header bar with a search icon and a close button. On the left, a vertical sidebar contains a list of units: 'Welcome Unit: Welcome', 'Unit 1: At school', 'Unit 2: At home together', 'Unit 3: Around town', 'Unit 4: Safari adventure', 'Unit 5: My grandpa', 'Unit 6: Under the sea', 'Unit 7: Once upon a time', 'Unit 8: Back in time', 'Unit 9: Sport for all', and 'Unit 10: Let's celebrate!'. The main content area has a large orange banner with the text 'Welcome Unit: Welcome'. Below this, a yellow 'Contents' button is visible. The content area lists the following items: 'Revision', 'Revision: Grammar 1', 'Revision: Grammar 2', 'Revision', 'Revision: Vocabulary 1', 'Revision: Vocabulary 2', 'Revision: Vocabulary 3', and 'Revision: Vocabulary 4'.

Pupil's Practice Kit - Academy Stars - Macmillan Education Everywhere

AS3 Pupil's Practice Kit

AS3 Pupil's Practice Kit

Welcome Unit: Welcome

Unit 1: At school

Unit 2: At home together

Unit 3: Around town

Unit 4: Safari adventure

Unit 5: My grandpa

Unit 6: Under the sea

Unit 7: Once upon a time

Unit 8: Back in time

Unit 9: Sport for all

Unit 10: Let's celebrate!

Welcome Unit: Welcome

Contents

Revision

Revision: Grammar 1

Revision: Grammar 2

Revision

Revision: Vocabulary 1

Revision: Vocabulary 2

Revision: Vocabulary 3

Revision: Vocabulary 4

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?



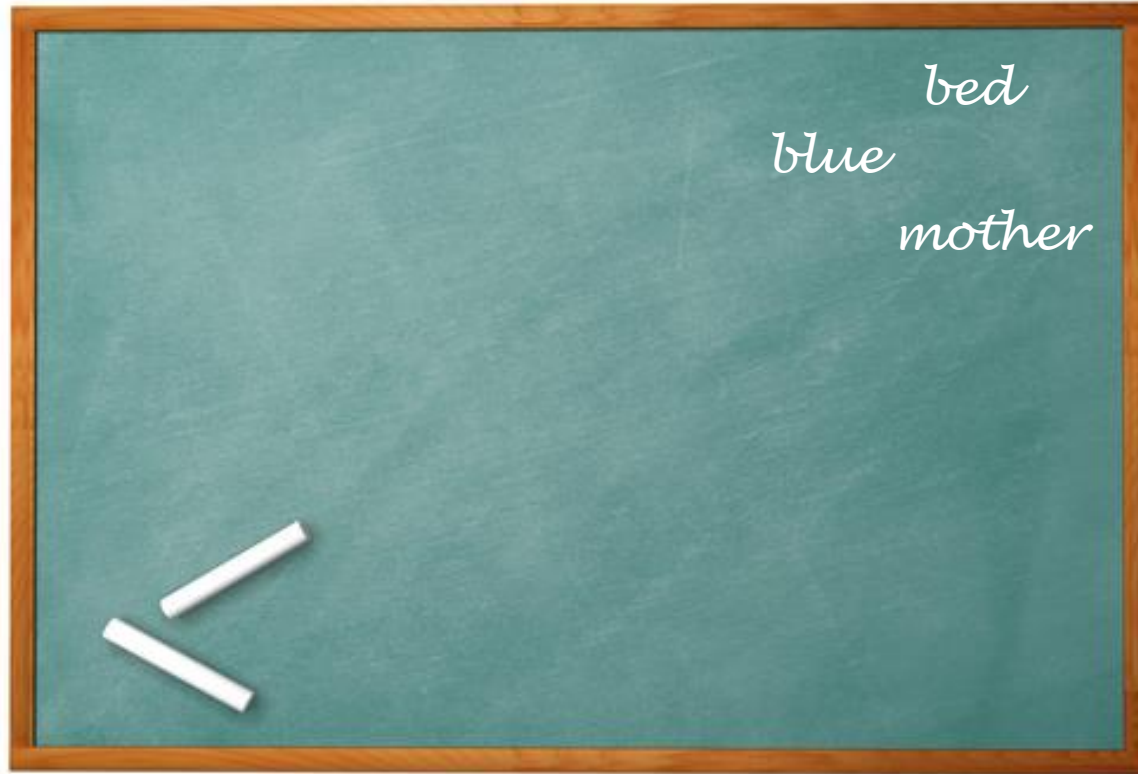
4 1.35 Sing and act out. Be a star! ★

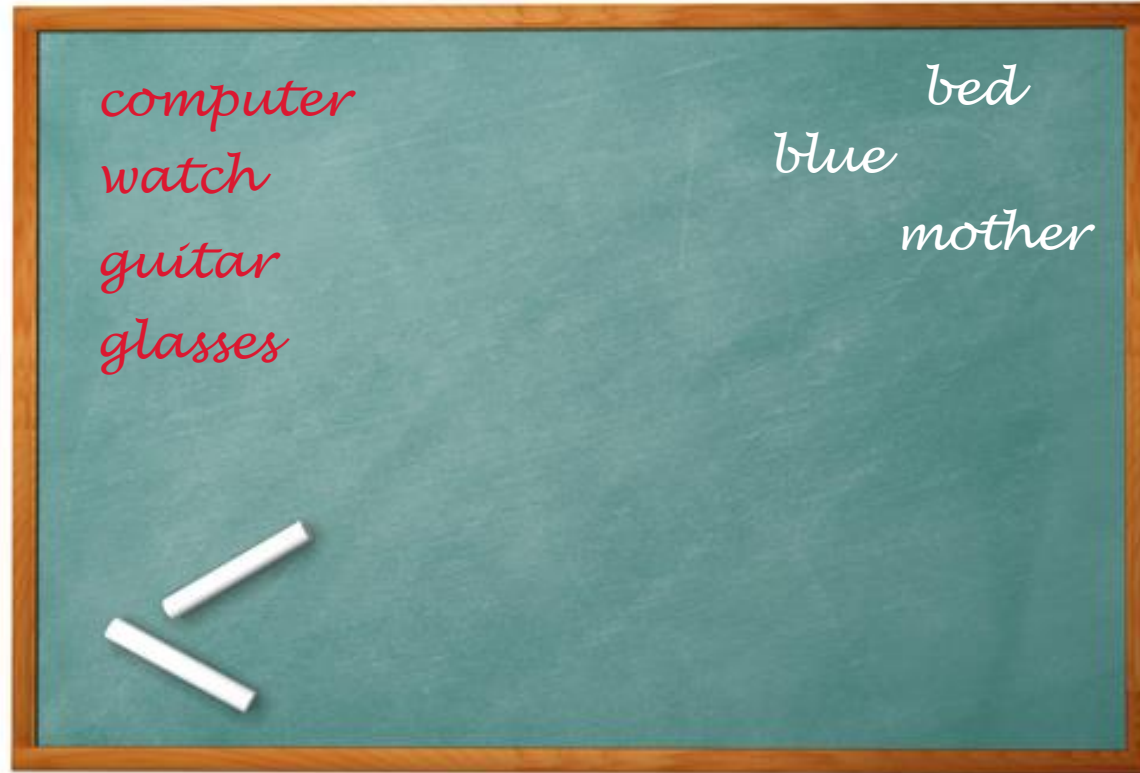
Blue kangaroo blues

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*.



soup



sandwich



tea



cheese



plate



biscuit



pasta



cup



salad



bottle

4 Safari adventure



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 ...

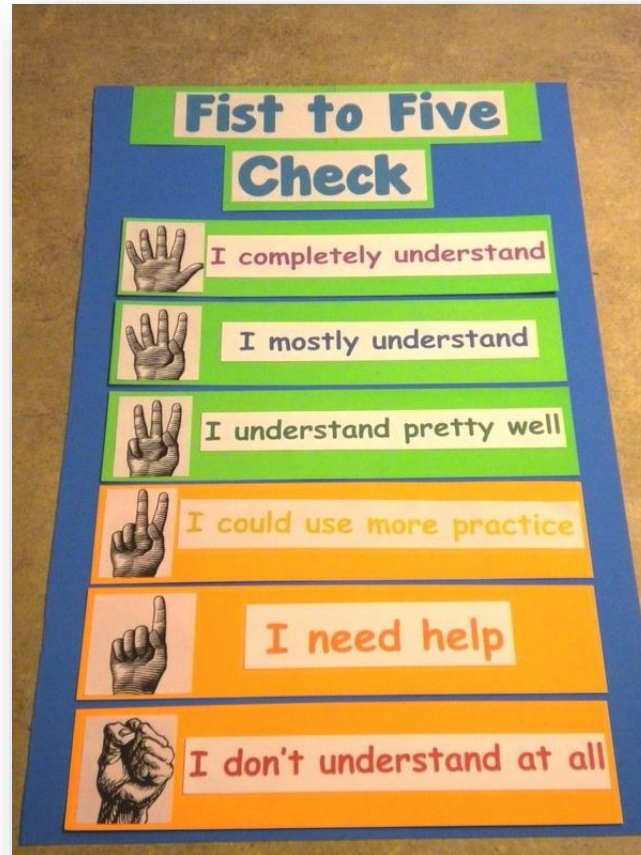
Something I learned today...

One word to sum up what I learned...

Something I already knew

I'm still confused about ...

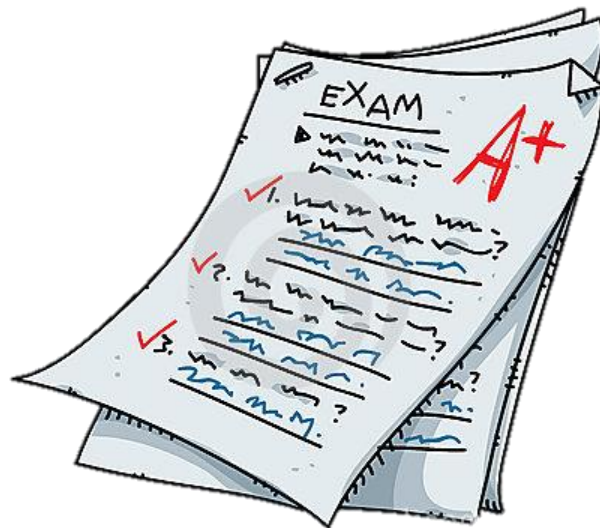
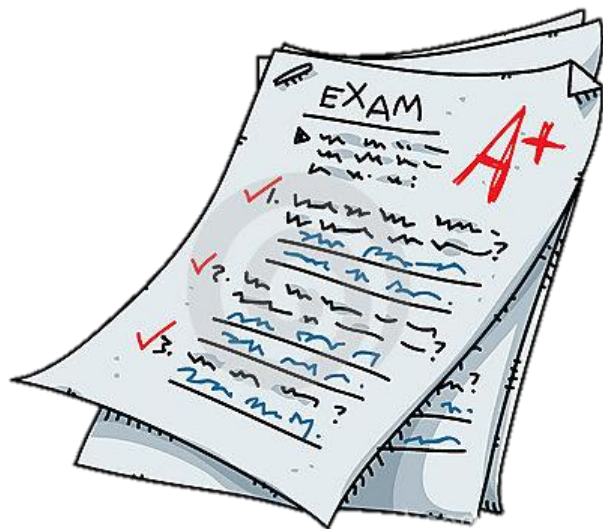
An "aha" moment that I had today...



**Alternative assessment
techniques**

Lesson planning

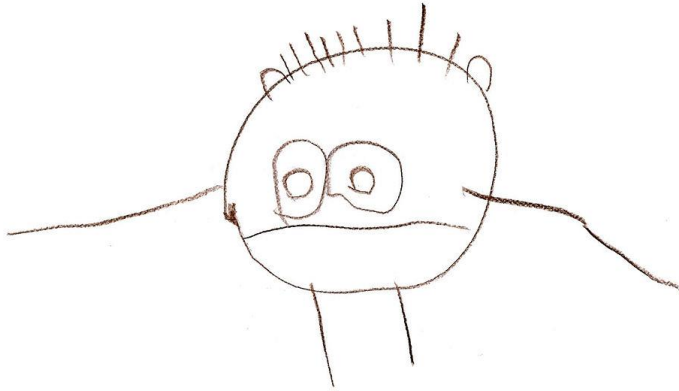
Valuable feedback



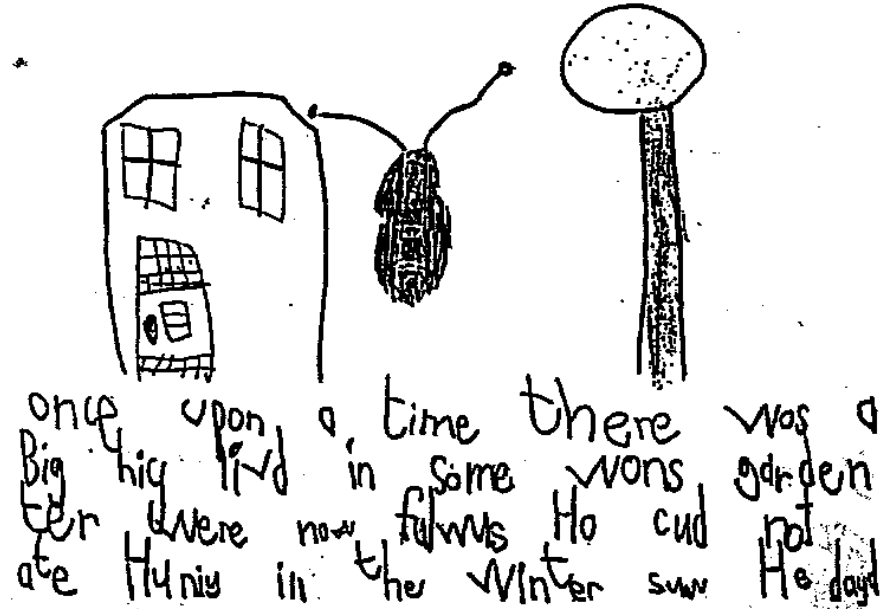
What is valuable feedback?

- 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 bee in some ones garden
there were now flowers he cud not
ate Hunny in the winter so he died

*(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?



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

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....

**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...



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Thank you

References:

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