

A framework for promoting teacher awareness of their CBA practices and learning oriented assessment

Kathryn Hill, PhD,
La Trobe University, Australia

A vertical bar on the left side of the slide, transitioning from dark red at the top to bright orange at the bottom.

Helping teachers to see

The teacher in LOA

- Focus on learners, learning processes & outcomes
- Teacher-dominated assessment

“can lead to missed learning opportunities, and to a failure to develop learner autonomy and the skills needed in the modern world”

(Tarnanen & Huhta, 2011, p.130)

- Learning in spite of teaching

The teacher in LOA

Teachers *"play a critical role in facilitating (or inhibiting) processing and the achievement of learning outcomes."*

(Turner & Purpura, forthcoming, p.6).

- Greater responsibility
 - curriculum reform (AfL)
 - accountability
- Competence?

Teacher assessment literacy

The knowledge, skills and abilities required to design, develop, maintain or evaluate, large-scale standardized and/or classroom based tests, familiarity with test processes, and awareness of principles and concepts that guide and underpin practice, including ethics and codes of practice... [and the ability to situate these] within wider historical, social, political and philosophical frameworks... and to evaluate the role and impact of testing on society, institutions, and individuals.

(Fulcher, 2012, p.125)

Teacher confidence

*It's an innate feeling that he wasn't working as well as that one today so, and it all gets stored. I don't know if you, **that's really not a valid...***

(Hill, 2012, p.129)

Aim

A framework to help teachers understand & reflect on their CBA practices

Design

- Research on teacher CBA practices
- Definitions of teacher assessment literacy, &
- The literature on good practice in CBA (*AfL*, *LOA*)

Design – Definition of CBA

- designed to account for the full spectrum of CBA practices

Design – Definition of CBA

- designed to account for the full spectrum of CBA practices

any reflection by teachers (and/or learners) on the qualities of a learner's (or group of learners') work and the use of that information by teachers (and/or learners) for teaching, learning (feedback), reporting, management or socialisation purposes

(Hill & McNamara, 2012 p.397)

Design – Definition of CBA

- uses a definition of CBA designed to account for the full spectrum of CBA practices
- includes the type of assessment that is embedded in routine classroom activities

Design – Definition of CBA

- uses a definition of CBA designed to account for the full spectrum of CBA practices
- includes the type of assessment that is embedded in routine classroom activities

*any actions, **interactions** or artifacts (planned or **unplanned**, deliberate or **unconscious**, explicit or **embedded**) which have the potential to provide information on the qualities of a learner's (or group of learners') performance*

(Hill & McNamara, 2012 p.397)

Unplanned, unconscious, embedded

It's all like you've got antennae sticking out of your ears and it all comes in... You're constantly processing it, you're constantly building up, I mean I just know just sitting in class, you know, you become aware of who's got the answer or who's gonna have a go at it.

(Hill, 2012, p.128)

Design

- uses a definition of CBA designed to account for the full spectrum of CBA practices
- includes the type of assessment that is embedded in routine classroom activities
- relevant to MFL (*cf EFL*) classrooms

Framing questions

1. What do teachers do?
2. What do teachers look for?
3. What theories and standards do they use?
4. Do learners share the same understandings?

Framing questions

1. What do teachers do?
2. What do teachers look for?
3. What theories and standards do they use?
4. Do learners share the same understandings?
5. Context

1. What do you do? (Planning Assessment)

- How does planned assessment relate to teaching & to the relevant curriculum standards & frameworks?
- How are learners' existing knowledge, abilities, interest level & learning needs taken into account?
- How are learners' social, emotional & psychological attributes taken into account?
- What responsibility do learners have for setting learning goals & making decisions about when, how & why they will be assessed?

1. What do you do? (Framing Assessment)

- Are learners informed about when, how & why they will be assessed?

1. What do you do? (Conducting assessment)

- Who **carries out** assessment (*teacher, student, peers, others*) & whose judgement 'counts' in grading decisions?
- Is assessment mostly **planned** & formal or **incidental** & informal?
- What is the quality of evidence provided by **routine classroom activities** & interactions (*e.g., class discussions*) for incidental assessment?
- Who is the **main target** of assessment (*whole class, individuals*)?

1. What do you do? (*Conducting assessment*)

- Is assessment mostly planned & formal or incidental & informal?
- What is the quality of evidence provided by routine classroom activities & interactions (e.g., class discussions) for incidental assessment?
- Who is the main target of assessment (whole class, individuals)?

T: What's a *guru*? [teacher]

S?: Teacher

T: What's a *doktor gigi*? [dentist]

S?: Dentist

S?: Dentist

T: Good because what's *gigi*? [teeth]

S?: Teeth

T: *gigi* [teeth], excellent

1. What do you do? (*Conducting assessment*)

- Who carries out assessment (teacher, student, peers, others) & whose judgement 'counts' in grading decisions?
- Is assessment mostly planned & formal or incidental & informal?
- What is the quality of evidence provided by routine classroom activities & interactions (e.g., class discussions) for incidental assessment?
- Who is the main target of assessment (whole class, individuals)?
- What is the **source** of assessment tasks (e.g., textbook, self-designed, other teachers) & how well does this fit your purpose (see 1.4)?
- Are a variety of **methods** used to assess skills & knowledge?
- Is the method of assessment **appropriate** for your purpose (see 1.4)?
- What is done to ensure the **fairness**, quality & reliability (trustworthiness) of assessment tasks and processes?
- Is assessment carried out in an **ethical** manner (e.g., preserving student confidentiality)?

1. What do you do? (*Using Assessment*)

- Inform **teaching**
 - Is assessment used to diagnose needs & plan teaching?
 - Is assessment used to evaluate teaching?
- Enhance learning, motivation & self-regulation by providing **quality feedback**
 - Does feedback **focus on task** performance (*cf. innate qualities, e.g., 'intelligence'*)?
 - Does feedback explain which **aspects** were **done well**?
 - Does feedback explain **how to improve**?
 - Does the **timing & format** of feedback (*e.g., comments only*) promote learner uptake?
- Monitor & **document growth** in learning
- **Grade** students
- **Report** to stakeholders (*student, parents, school, external authorities*)
 - How is reporting adapted to engage with different stakeholders?
- Prepare students for **exams**
- **Discipline** learners or to encourage them to work harder
- **Socialize** learners into a new assessment culture (*e.g., to prepare students for the type of exams they will take in future years*)
- **Manage** teaching

Manage teaching

T: What's a *guru*? [teacher]

S?: Teacher

T: What's a *doktor gigi*? [dentist]

S?: Dentist

S?: Dentist

T: Good because what's *gigi*? [teeth]

S?: Teeth

T: *gigi* [teeth], excellent

2. What do you look for?

- What is the **balance of skills** (*listening, speaking, reading, writing*), knowledge (*vocab, grammar, cultural*) and abilities included in assessment?
- Which **qualities** (*e.g., accuracy, fluency, variety*), **behaviours** (*e.g., effort, presentation, attendance*) & **student-centred factors** (*e.g., well-being*) are conveyed by
 - instructions (written or verbal),
 - feedback (written or verbal), and
 - formal reporting?
- Are these **consistent** with the intended learning outcomes and the relevant policies, curriculum frameworks & standards?

3. What beliefs or understandings do you use?

- What are your beliefs & understandings about
 - the nature of the **subject** (*the language; language & culture*)
 - how students **learn a second language**
 - how language should be **taught**, &
 - how language should be **assessed**?
- What is the **source** of these beliefs & understandings?
- How do these beliefs & understandings **influence** your assessment practices?

4. What are your learner's understandings?

- How do you ensure students understand the **purpose & focus** of assessment?
- How do students perceive their **role & power** in assessment processes & decisions?
- How do you ensure students have understood & acted on **feedback**?

5. Context

- Who influences decisions about content & method of assessment (*school, supervisors, students, external authorities*)?
- What other factors do you take into account when planning & conducting assessment (e.g., *class size, learner characteristics, high stakes exams, student & parental expectations*)?

What does it add?

- Surveys (*e.g.*, Cheng, et al 2004; Fulcher, 2012; Tsagari, 2011)
- Evaluation framework (Alonzo & Davison, forthcoming)
- Collaborative exploration (Scarino, 2013)

Conclusion

Framework aims to

- increase awareness, systematic reflection
- guide practice (?)
- recognise existing expertise
- acknowledge the situated nature of assessment

References

- Alonzo & Davison (in press). Towards a framework for evaluating assessment literacy. *Teacher assessment literacy in second and foreign language education*. Springer
- Cheng, L. (2011). Supporting student learning: Assessment of learning and assessment for learning. In D. Tsagari & I. Csépes (Eds.) (pp.191-303). *Classroom-based language assessment*. Frankfurt am Main: Peter Lang.
- Fulcher, G. (2012). *Language Assessment Quarterly* 9(2), 113–132.
- Hill, K. (2012). *Classroom-based Assessment in the School Foreign Language Classroom*. (Language Testing & Evaluation Series, Volume 27). Frankfurt am Main: Peter Lang.
- Hill, K. & McNamara, T. (2012). Developing a comprehensive research framework for classroom-based assessment – an empirical study. *Language Testing*, 29(3), 395-420.
- Scarino, A. (2013). *Language Testing*, 30(30), 309-327.
- Taharnen, M. & Huhta, A. (2011). Foreign language assessment and feedback practices in Finland. In D. Tsagari & I. Csépes (Eds.) (pp.129-146). *Classroom-based language assessment*. Frankfurt am Main: Peter Lang.
- Tsagari, D. (2011). Investigating the ‘assessment literacy’ of EFL state school teachers in Greece. In D. Tsagari & I. Csépes (Eds.) (pp.169-190). *Classroom-based language assessment*. Frankfurt am Main: Peter Lang.
- Turner, C. & Purpura, J. (forthcoming). Learning-oriented assessment in the classroom. In D. Tsagari & J. Banerjee (Eds.) *Handbook of Second Language Assessment*. Berlin, Germany/Boston, MA: DeGruyter Mouton.

Thank you