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Learning Oriented Assessment

A Systemic View from an Examination Provider

Nick Saville

Angeliki Salamoura

CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Model of Assessment

- A systemic approach:
- coherent and comprehensive
- prioritises learning
- raises standards over time

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Assessment in Education

Assessment operates on **multiple levels** in educational contexts and takes many different forms:

- External Examinations
- School-based tests – informal and formal
- Teacher-based (classroom) assessment
  - Self-assessment
  - Peer assessment

All forms collect **evidence** concerning **learning**

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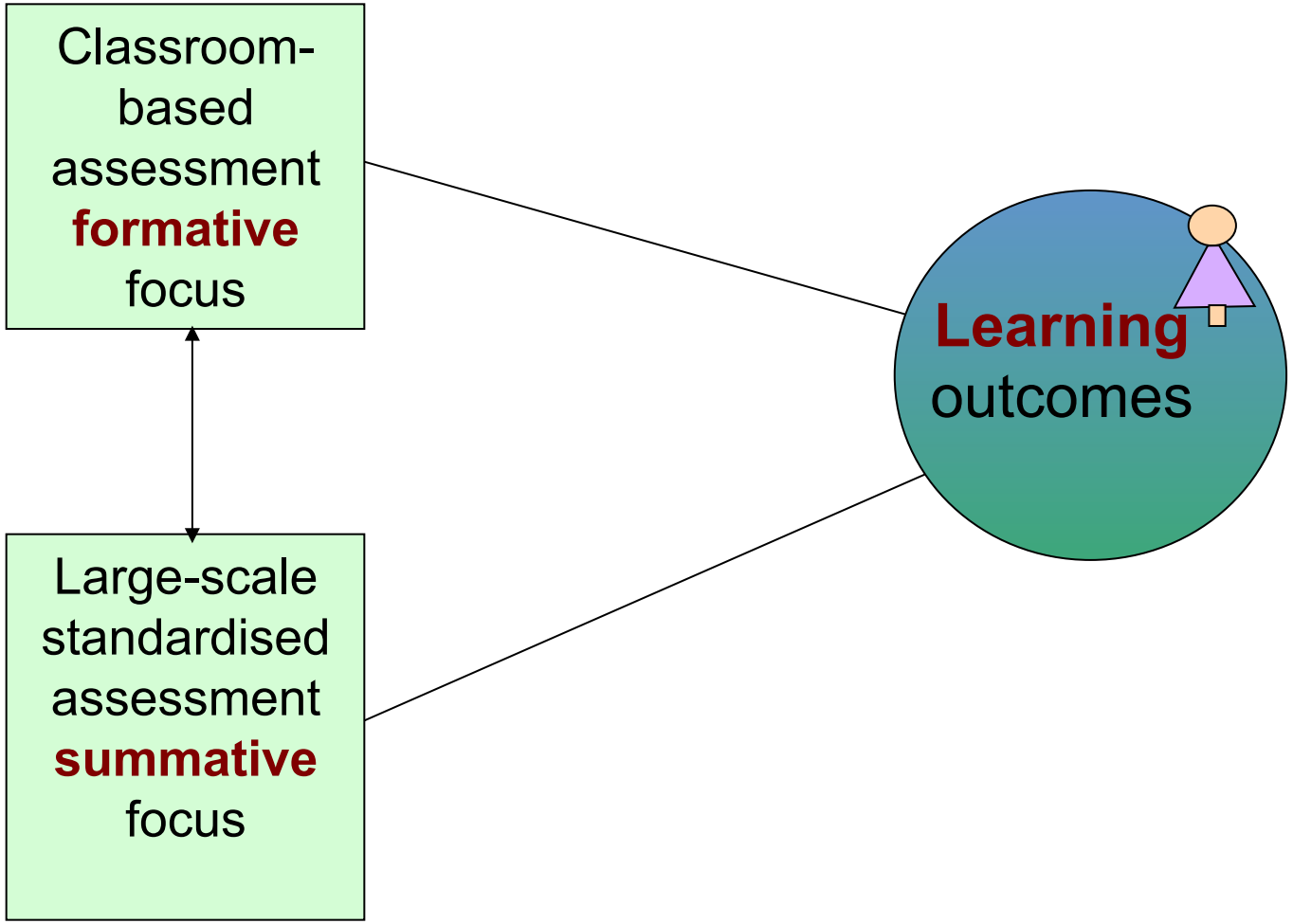
Learning-oriented approaches



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Learning-oriented approaches

The challenge is :

to link external assessment (exams) into a **systemic relationship** with assessment which occurs during planned or unplanned classroom interactions

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Learning Oriented Assessment:

Locates **learning at the heart** of every assessment context

placement tests, progress tests, continual assessment, teacher-based assessment, peer assessment, self-assessment, high stakes exams….

Empowers teachers and learners

- to set individualised goals
- to monitor and assess performance on learning tasks
- to make decisions about the steps learners need to take to make progress

Enables **external standards** to be met - and raised over time.

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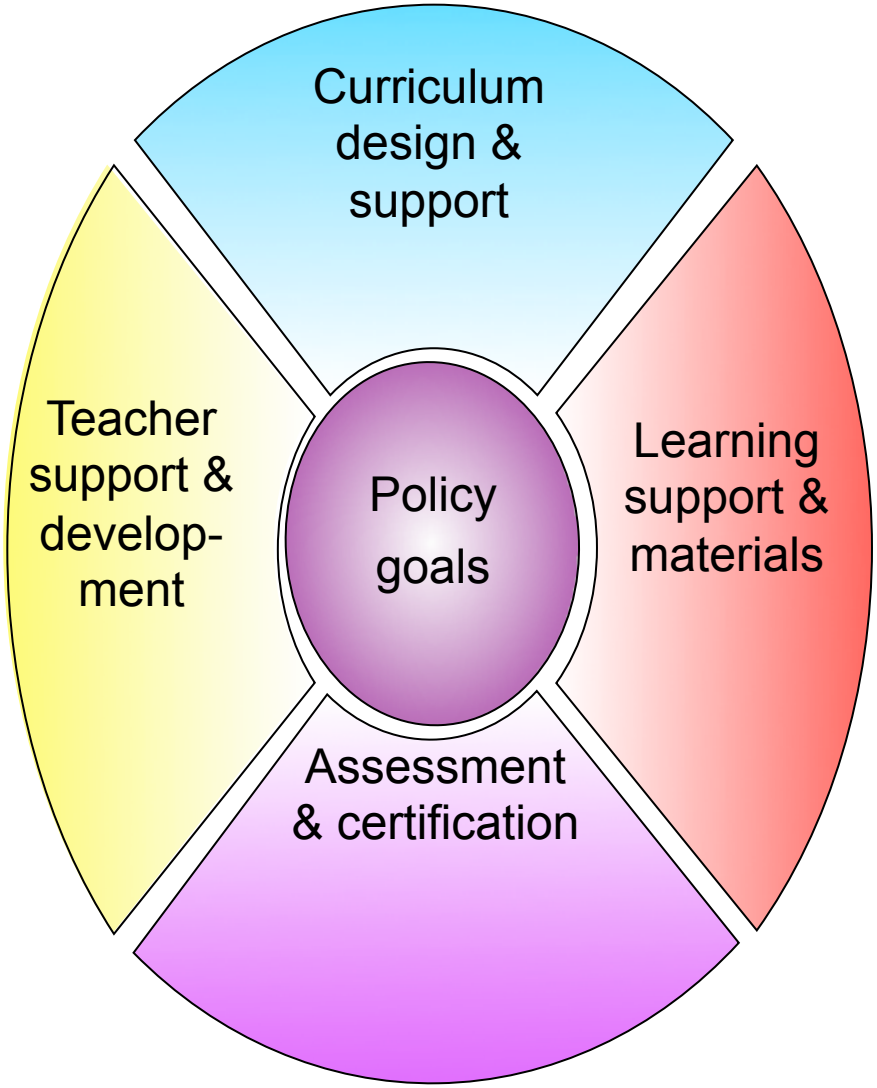
The policy context



Educational goals:

Reforms to meet changing needs of society

Improved teaching and learning

Improved standards of language proficiency

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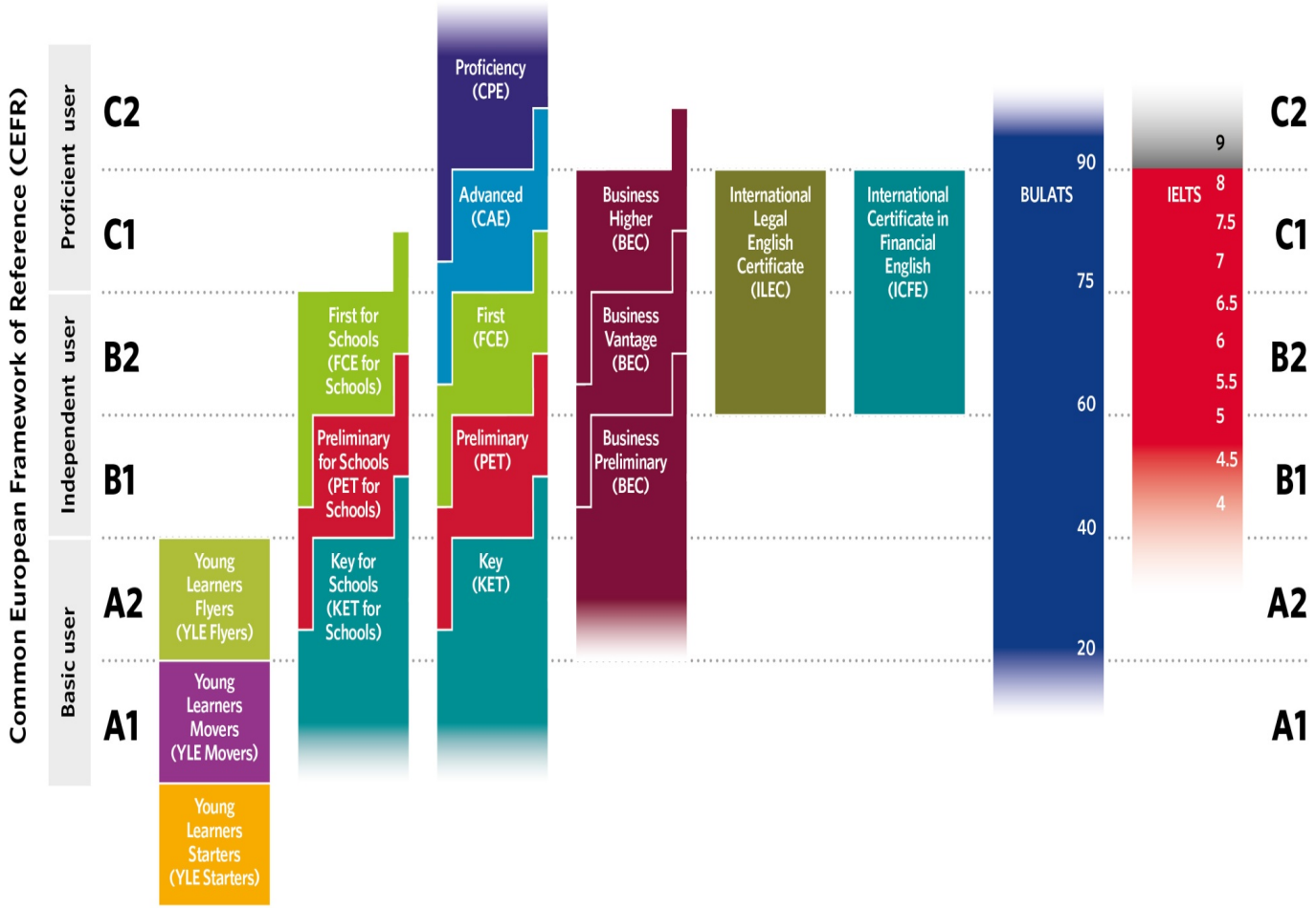
A learning ladder for organizing teaching and learning



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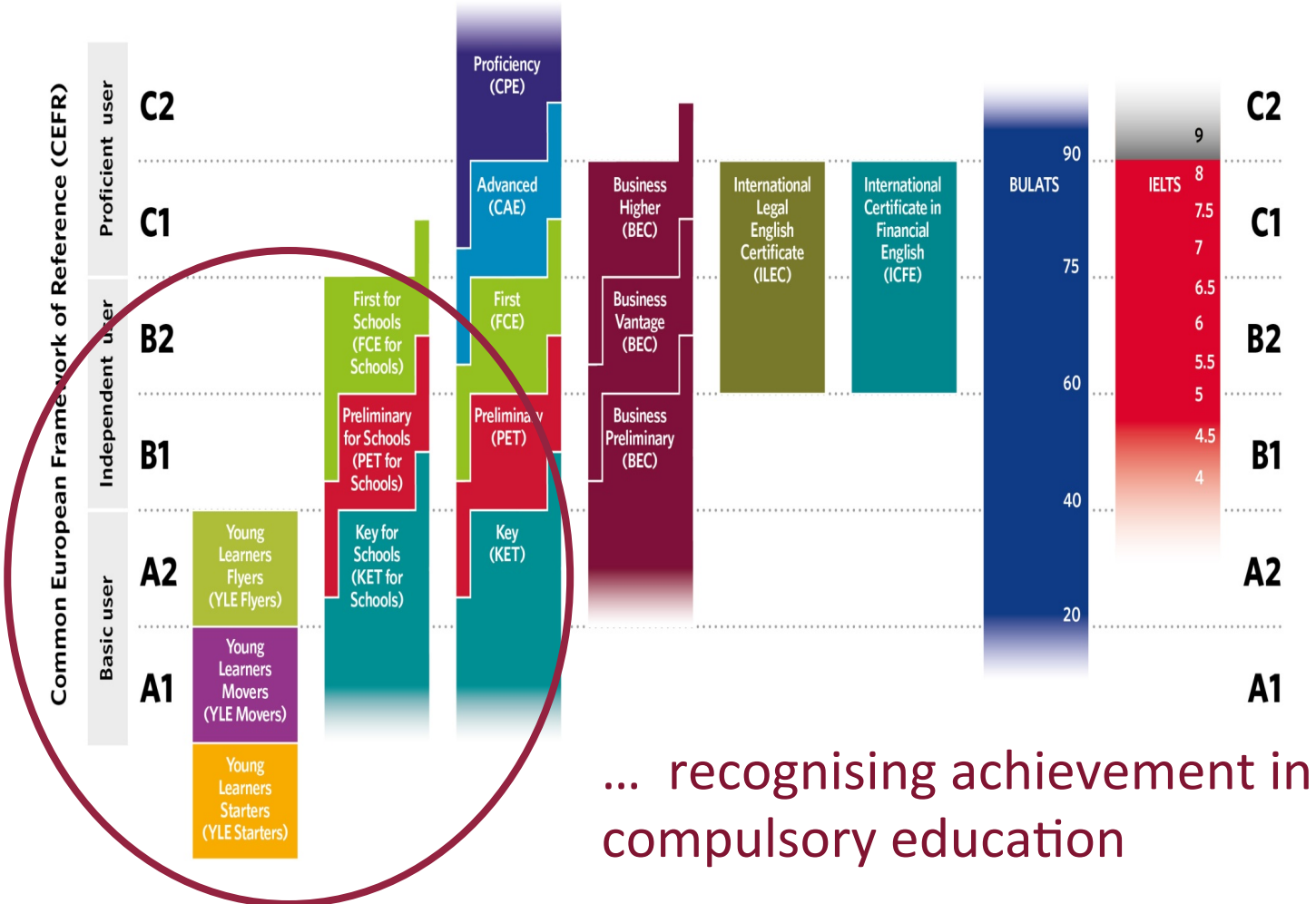
A learning ladder for organizing teaching and learning



… recognising achievement in compulsory education

How well are policy goals being met?

Impact research

- investigates the **effects and consequences** of educational reforms and innovations in educational contexts and throughout society

- Focus on the interaction between **macro** and **micro** contexts
  - Global standards
  - Local classrooms

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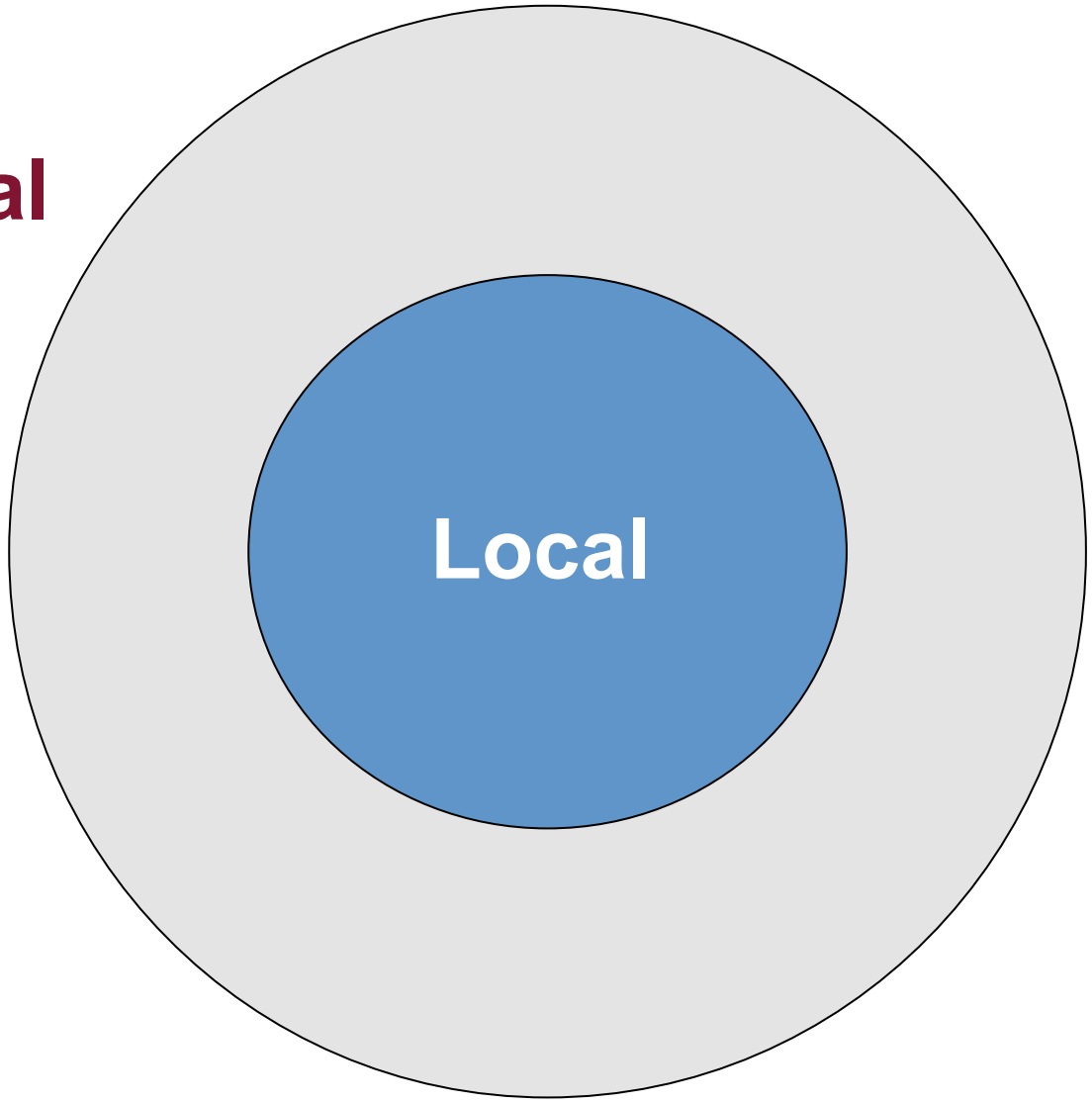
The policy context



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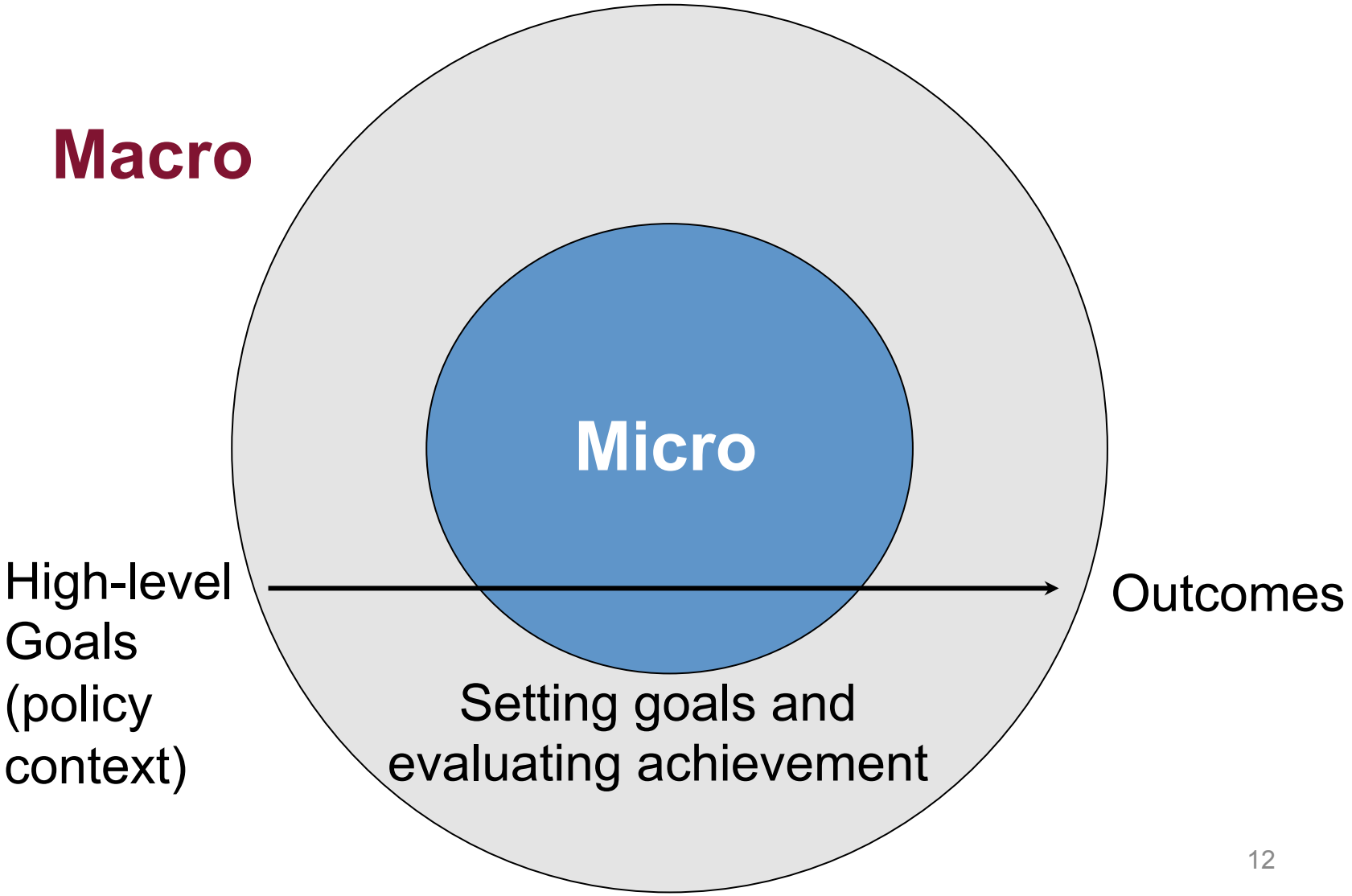

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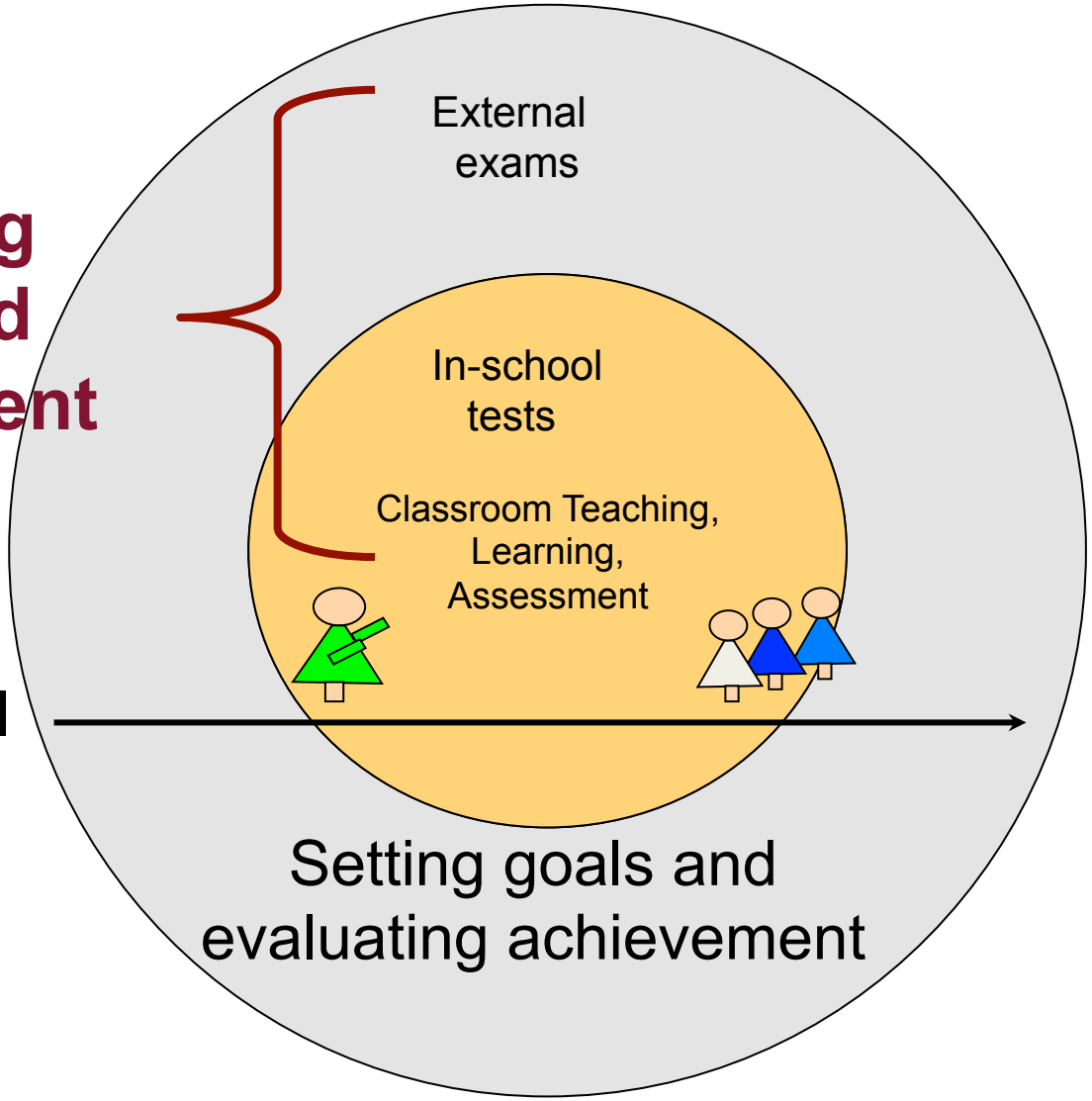
The policy context

Learning Oriented Assessment



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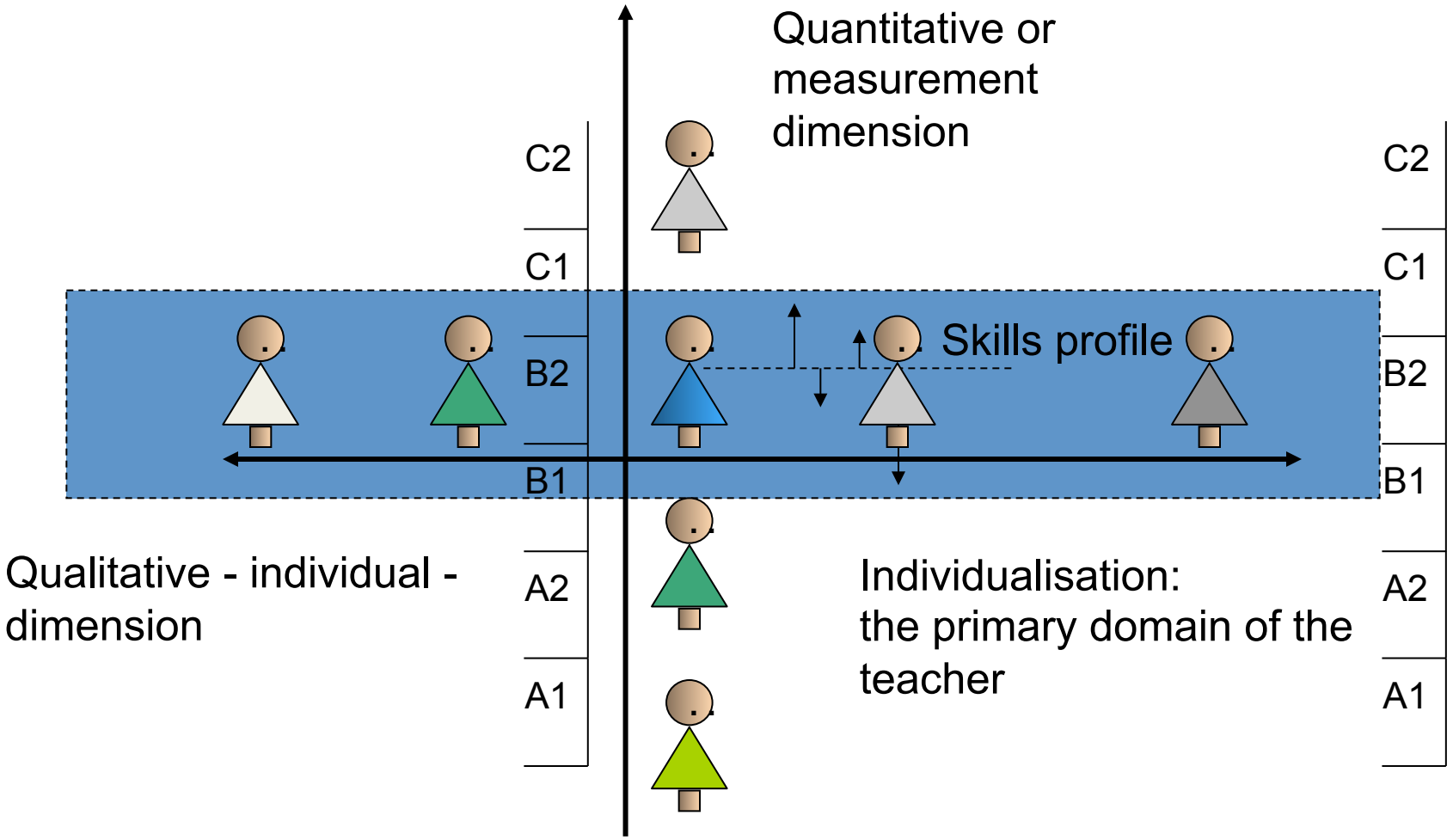
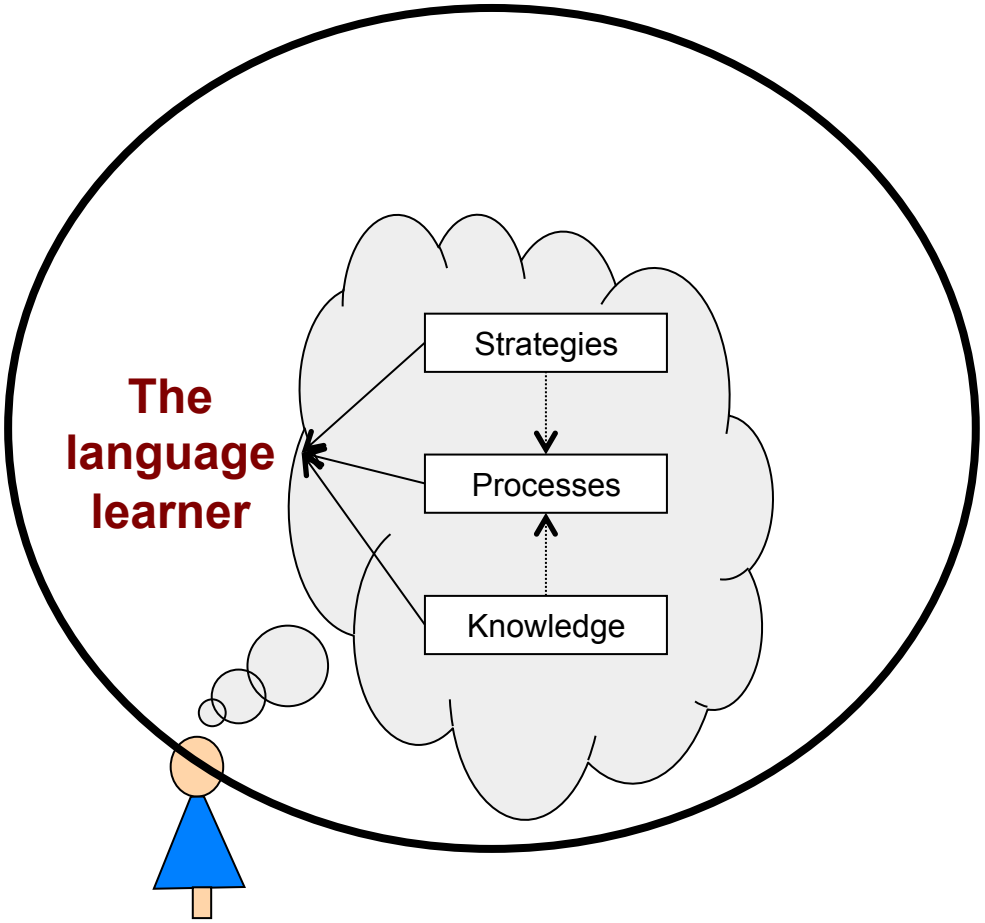
Linking testing and teaching expertise



An action-oriented model of learning

Communicative Language Ability

The Constructs



Cognition & Skills

- Reading
- Writing
- Speaking
- Listening
- Interaction

Tasks

- are at the centre of language use and language learning

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A learning ladder for organizing teaching and learning

A Common Framework of Reference

Proficient User	**C2**	Mastery
	C1	Effective Operational Proficiency
Independent User	**B2**	Vantage
	B1	Threshold
Basic User	**A2**	Waystage
	A1	Breakthrough

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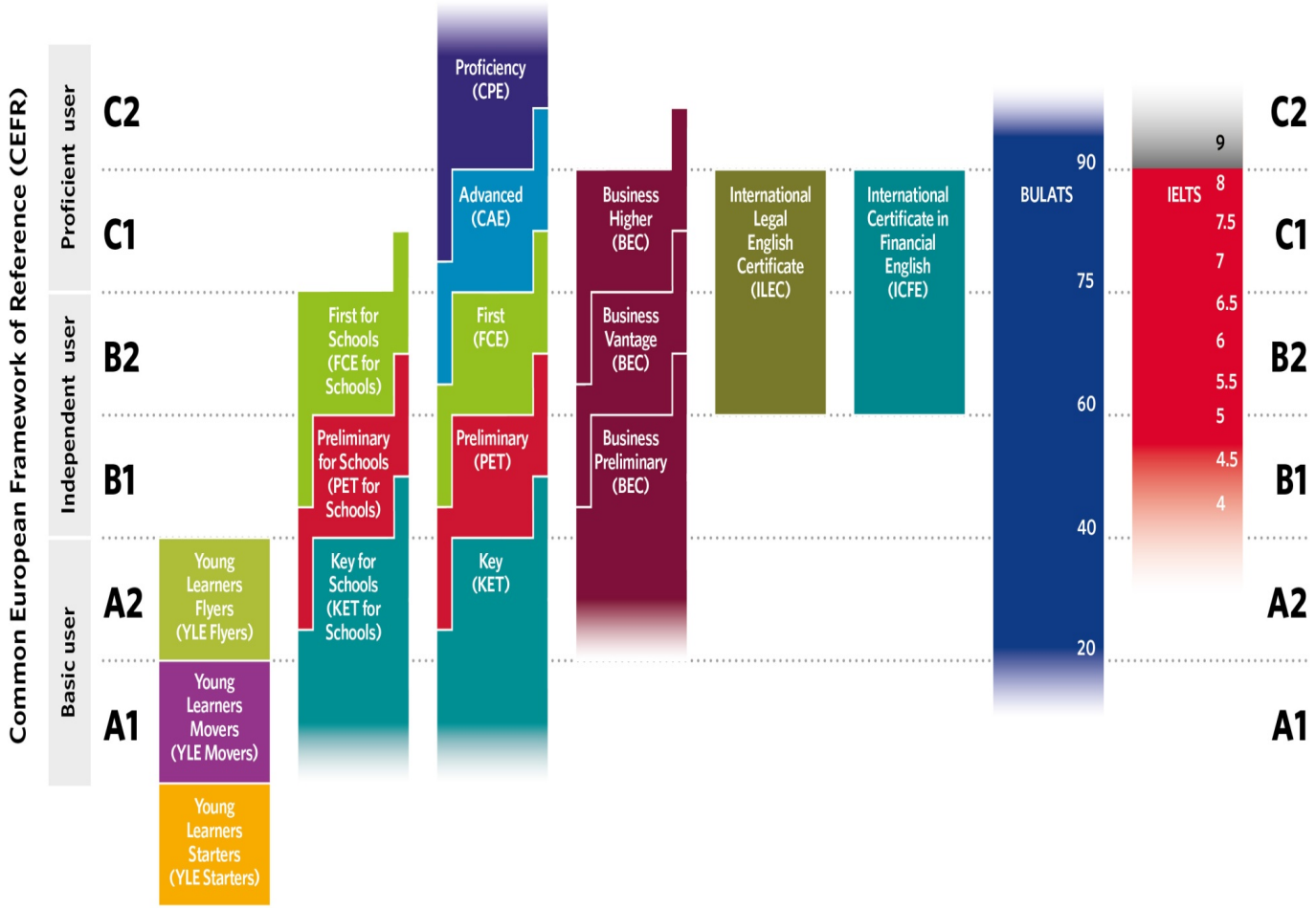
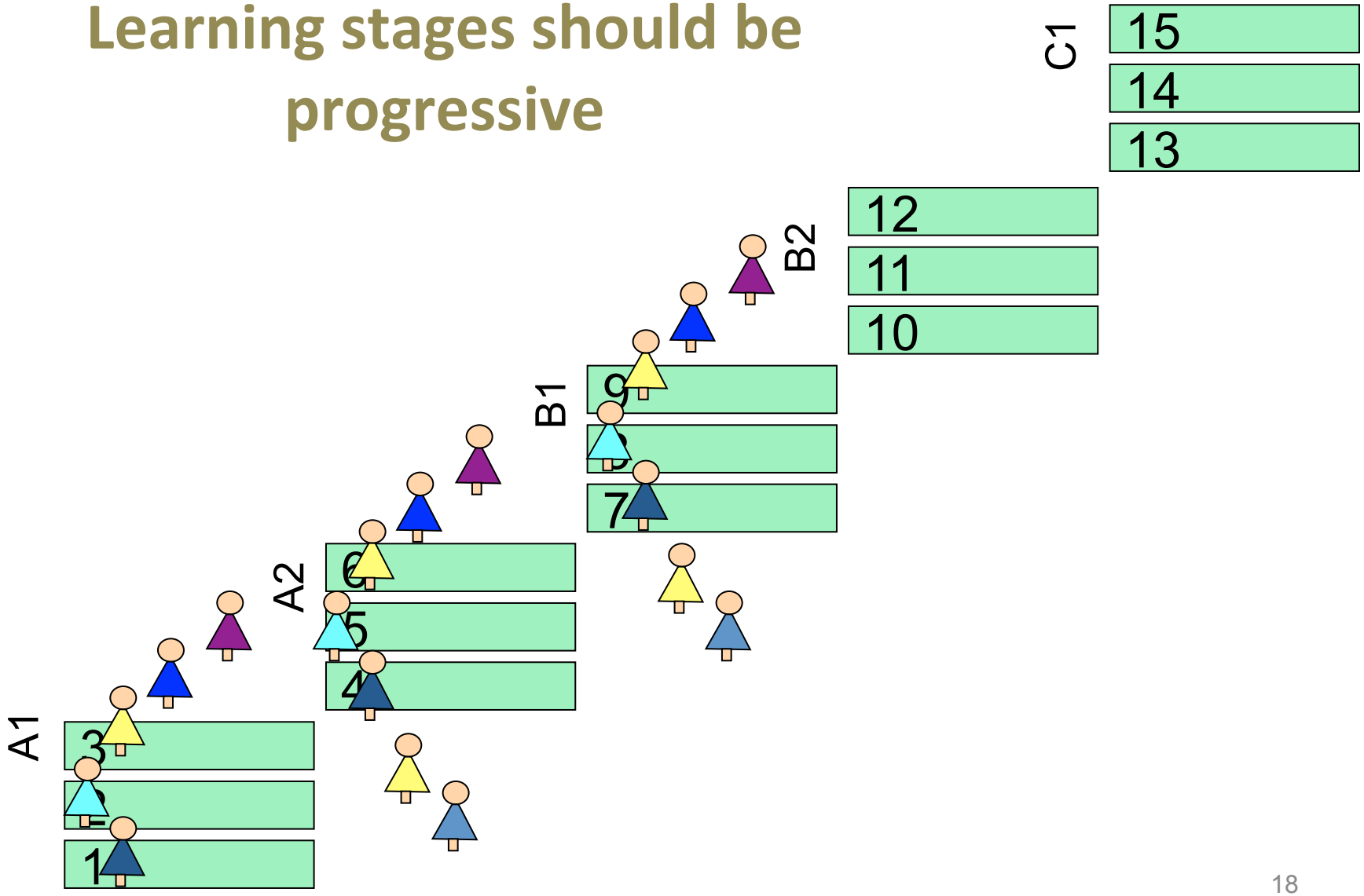
A learning ladder for organizing teaching and learning



PROGRESSION

Learning stages should be progressive



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“Four Worlds”

- Extended learning ecology
- Four intersecting worlds of learning

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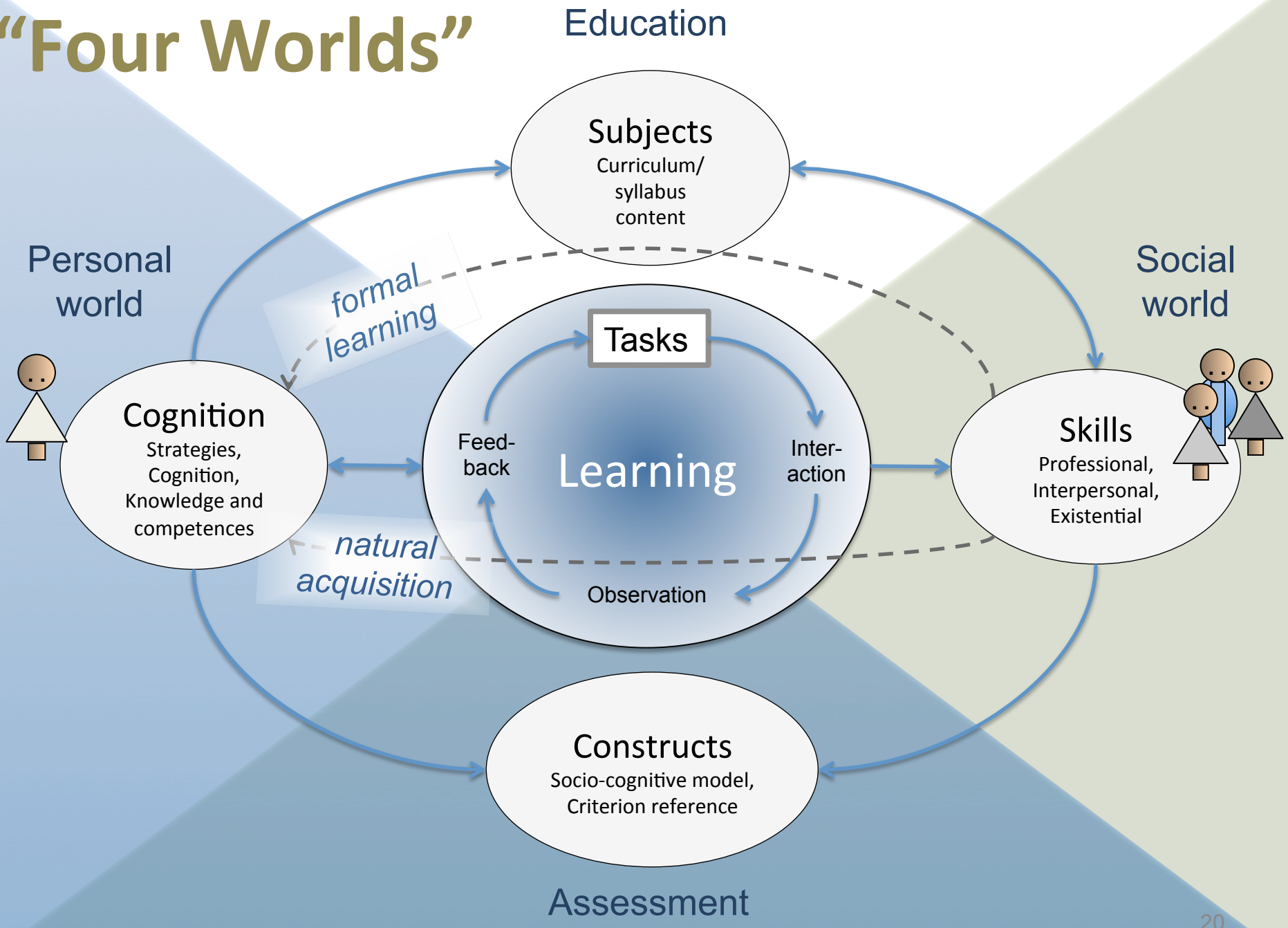
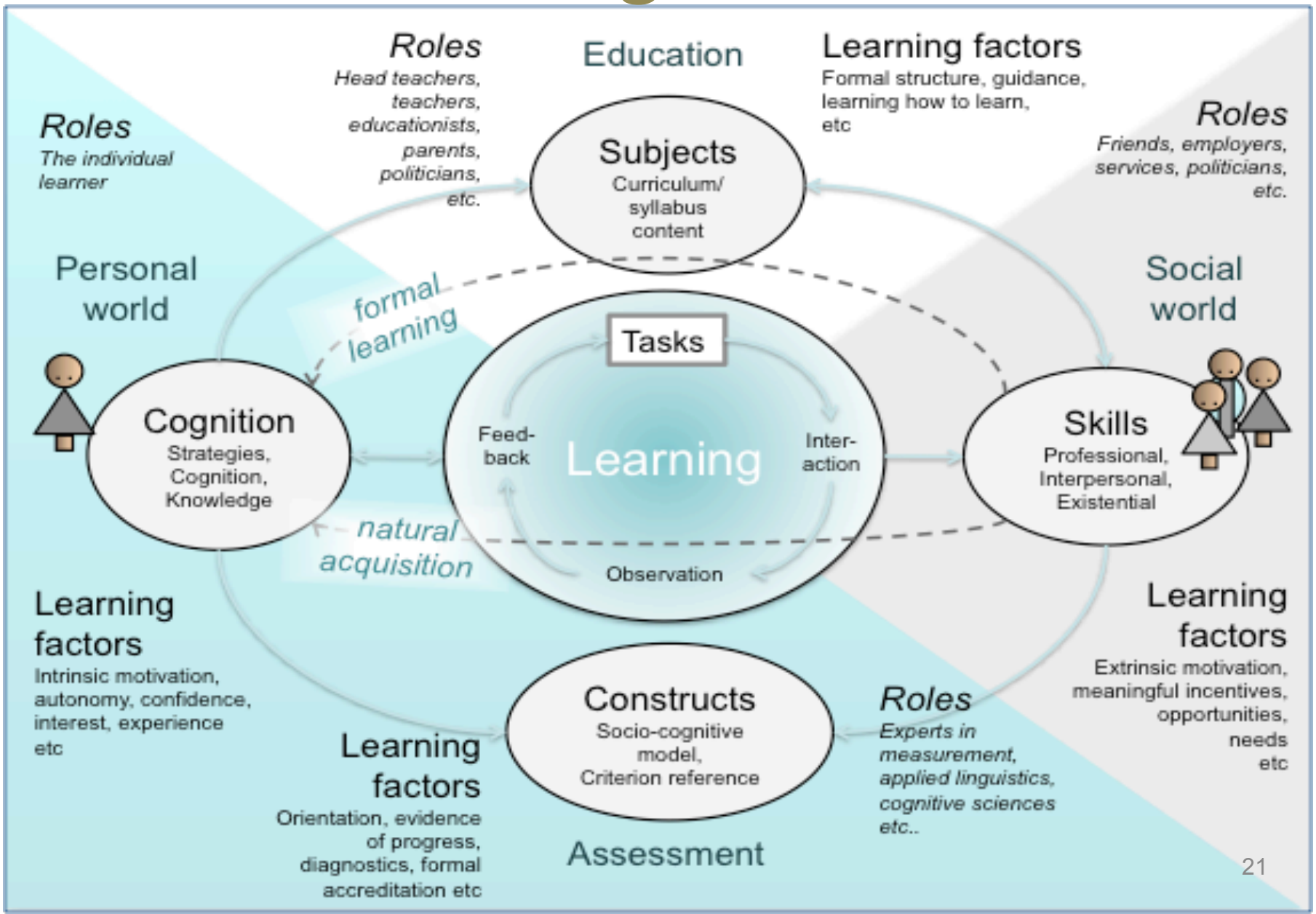
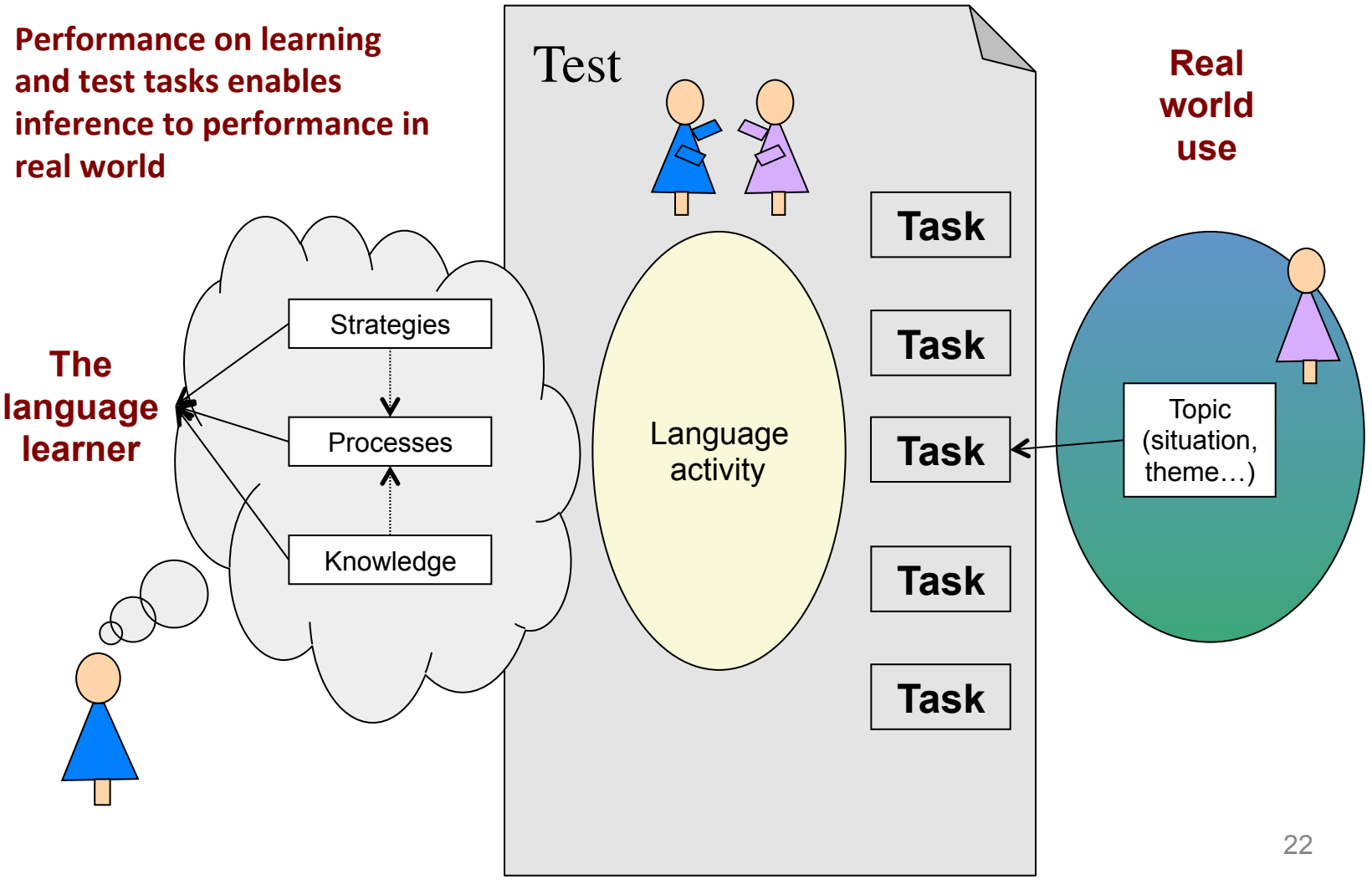
"Four Worlds"


Education
Subjects
Curriculum/ syllabus content
Personal world
Social world
formal learning
Tasks
Cognition
Strategies, Cognition, Knowledge and competences
Feed-back
Learning
Inter-action
Skills
Professional, Interpersonal, Existential
natural acquisition
Observation
Constructs
Socio-cognitive model, Criterion reference
Assessment

Roles and learning factors



Tasks at the centre



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Tasks at the centre

In linking Teaching, Learning and Assessment:

- **assessment tasks** can be conceptualised as learning tasks

… and …

- **learning tasks** can be conceptualised as assessment tasks

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LOA in practice

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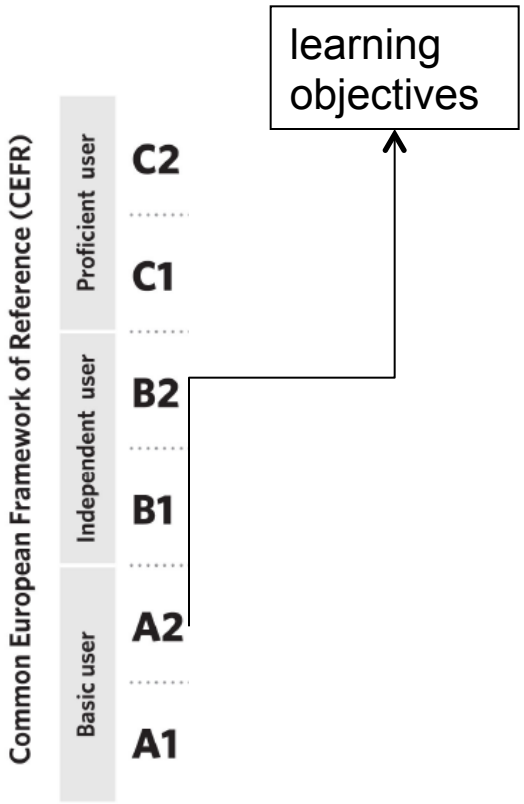
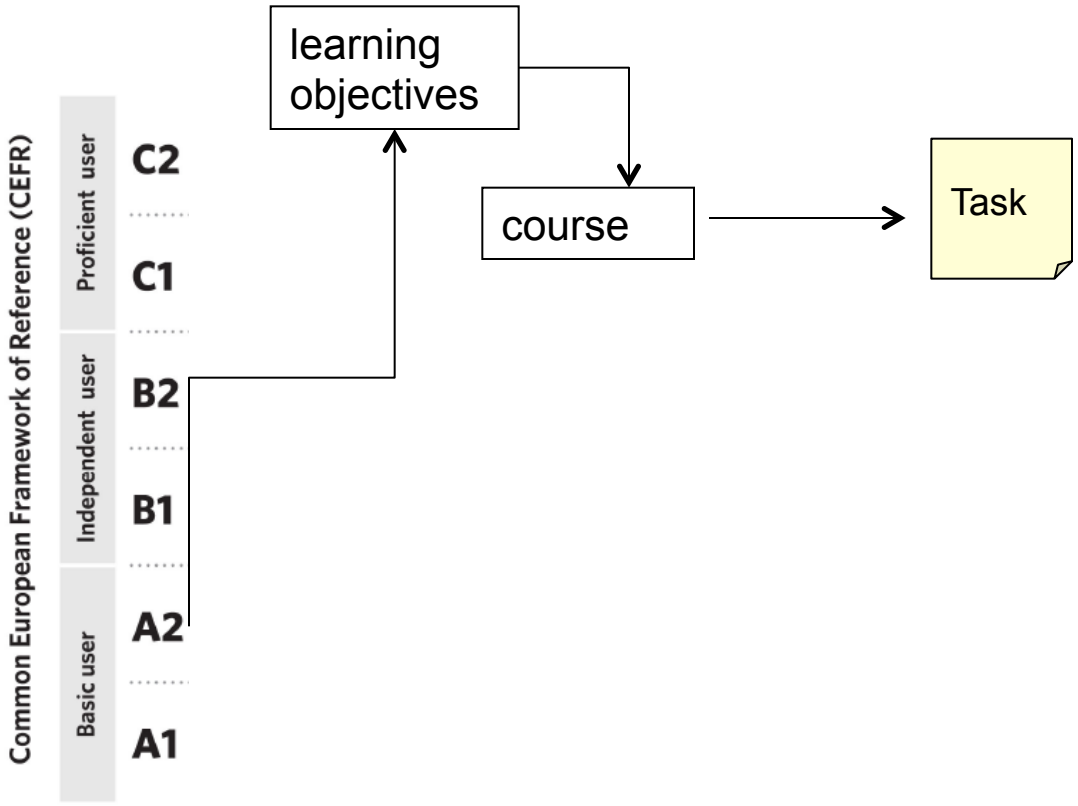
LOA in practice



LOA in practice



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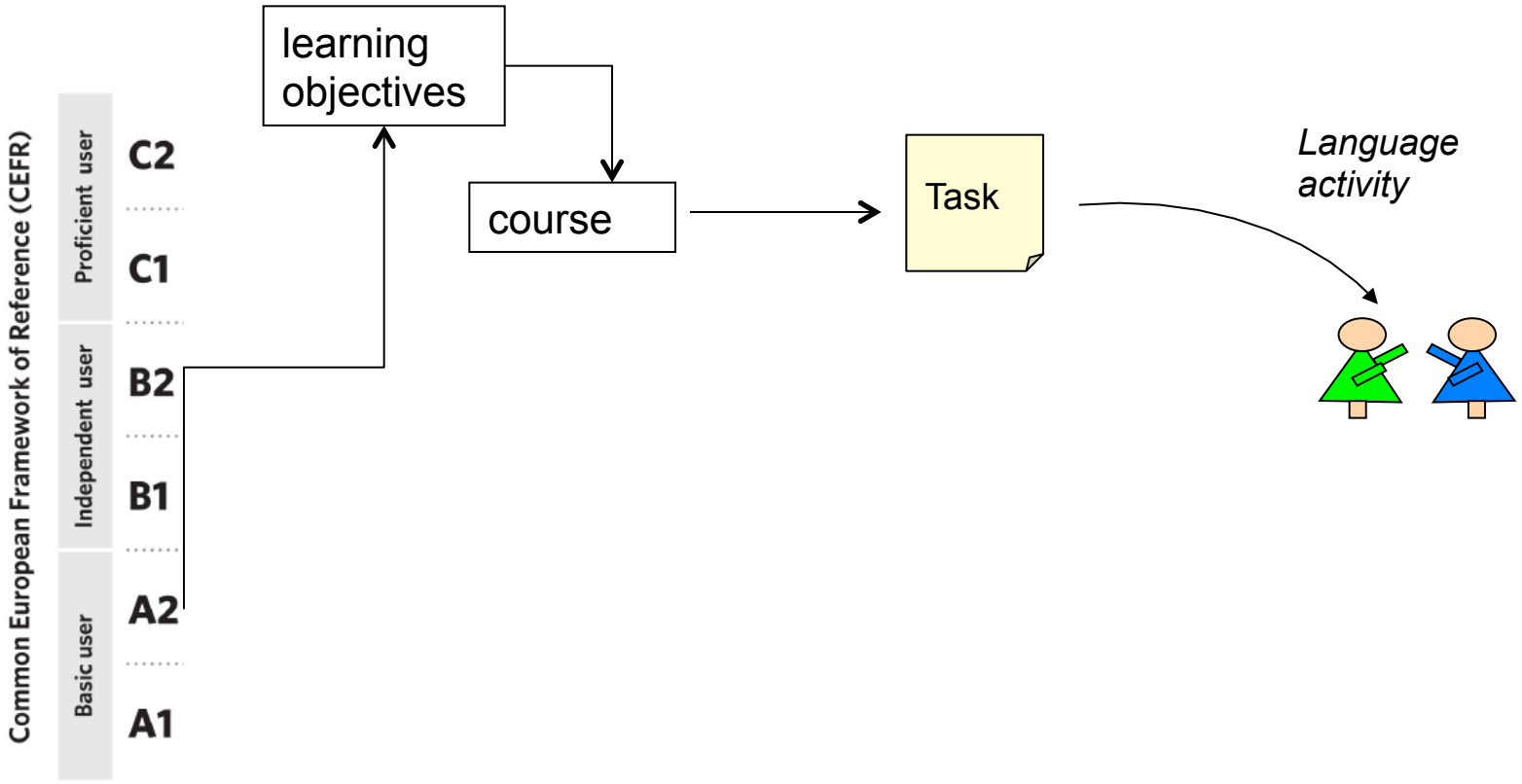

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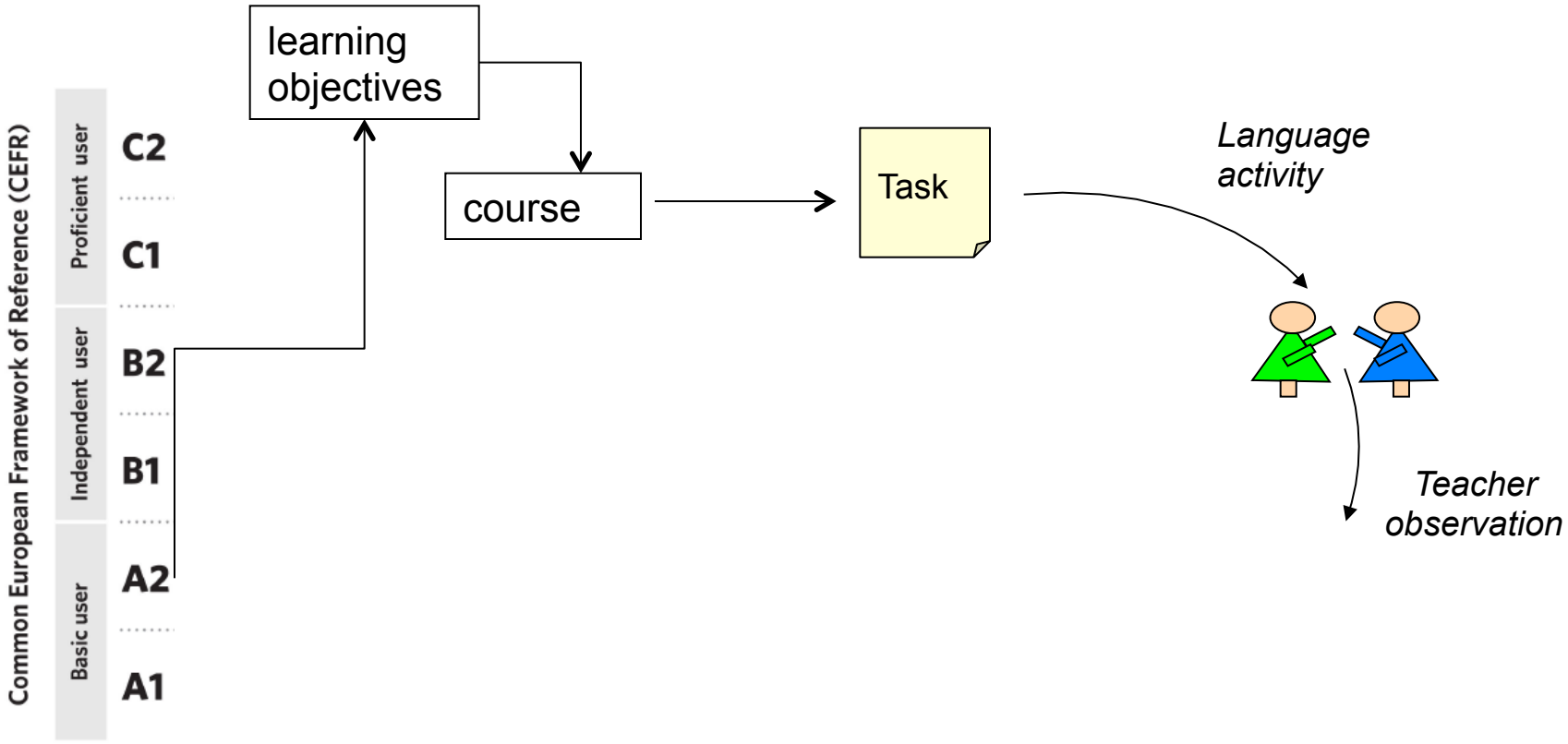

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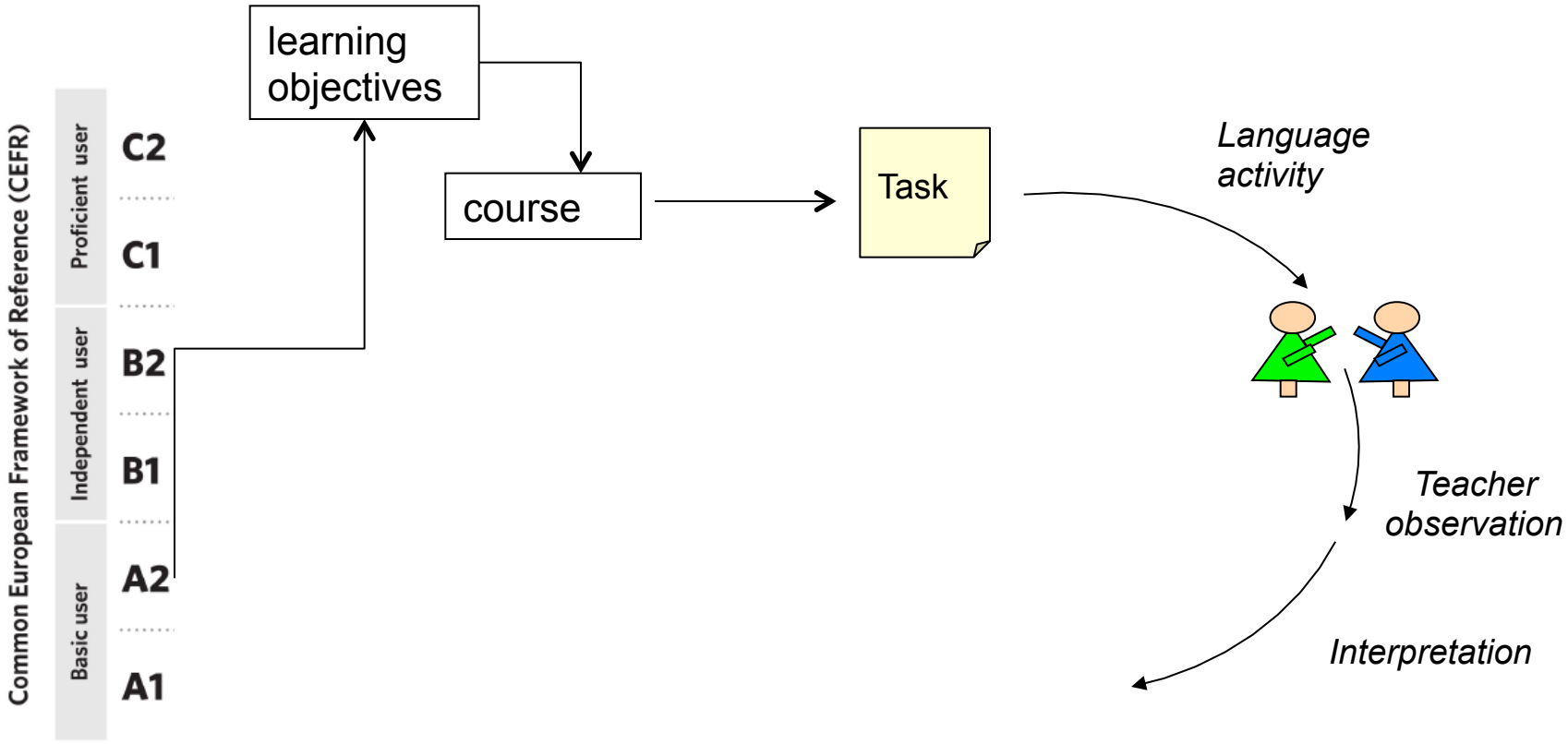

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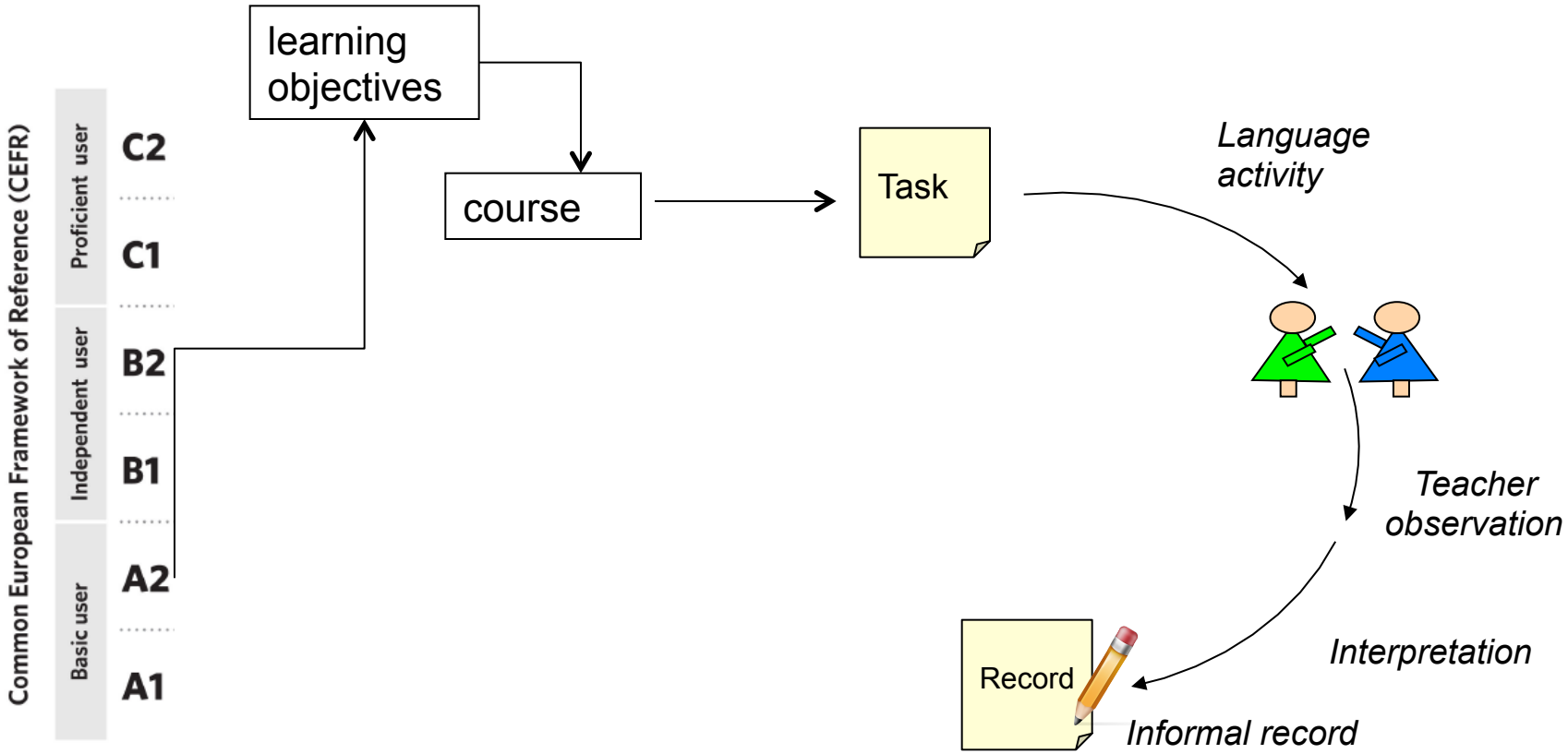

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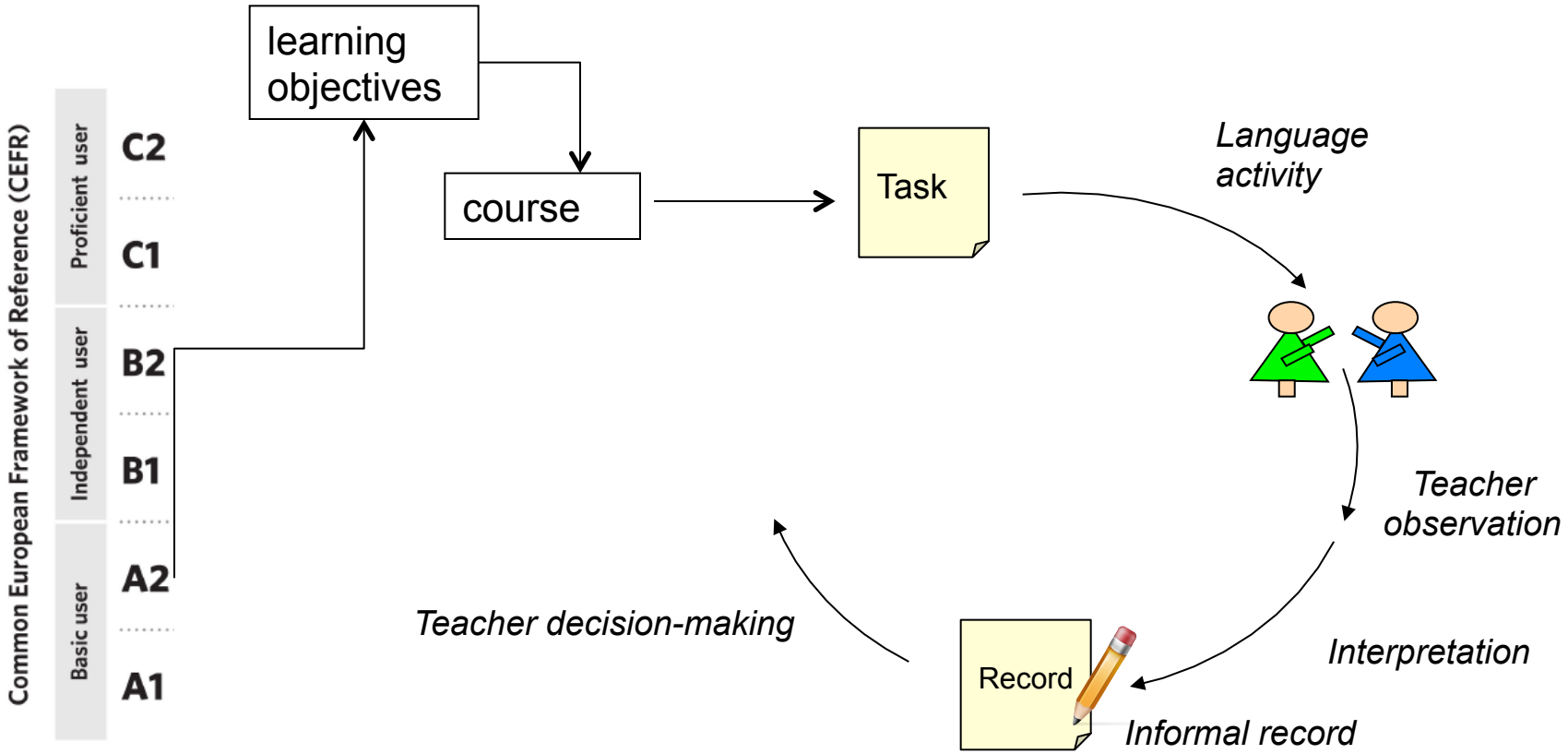

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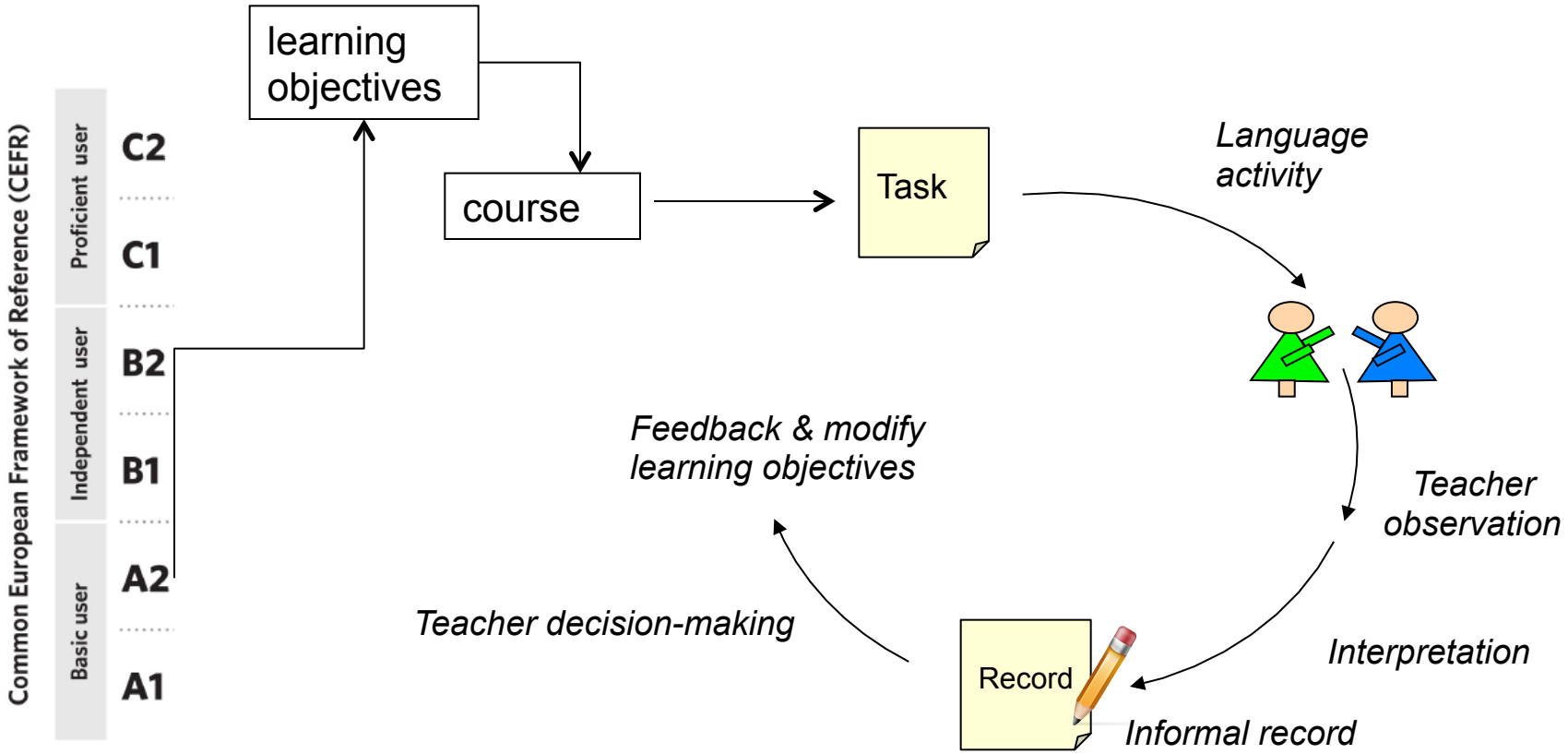

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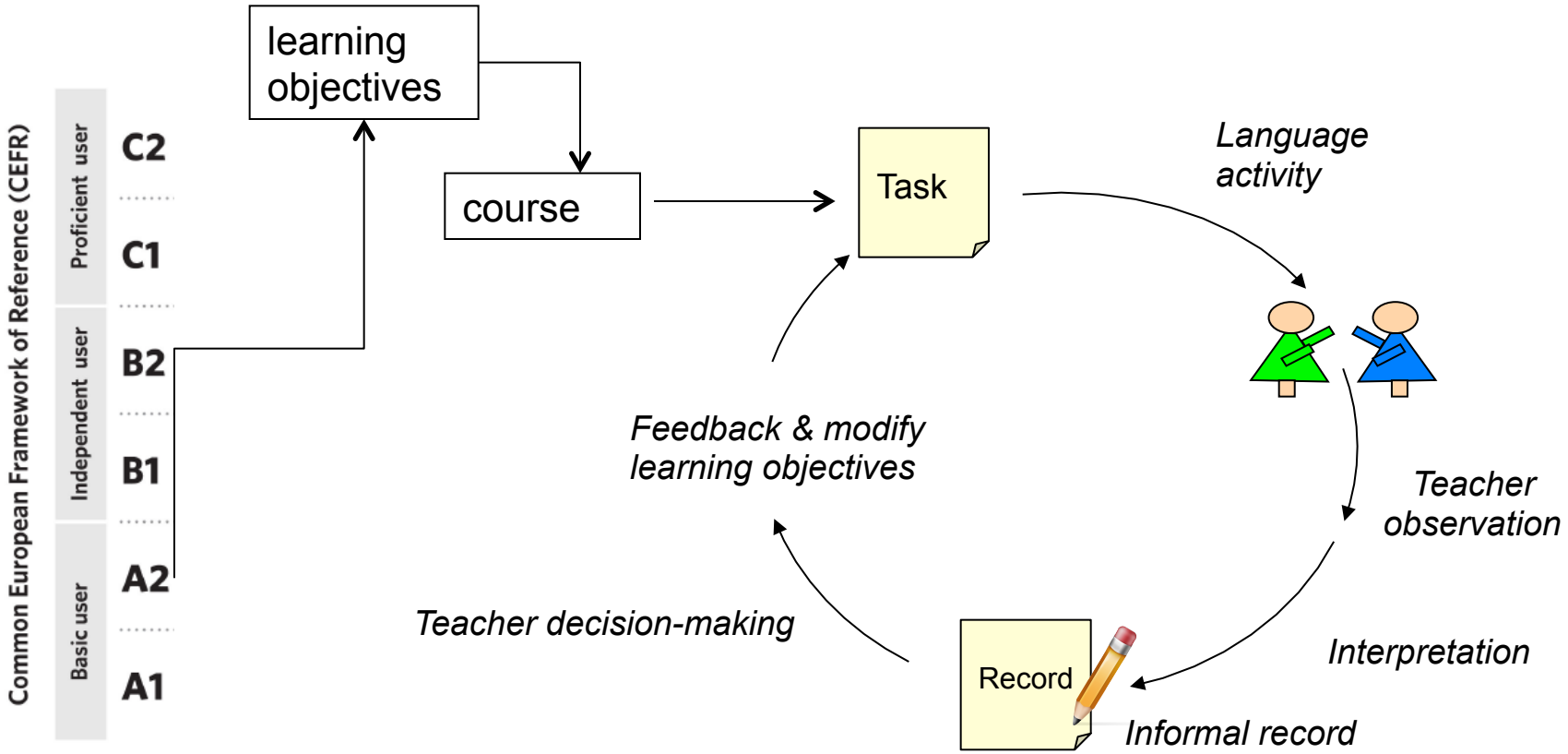

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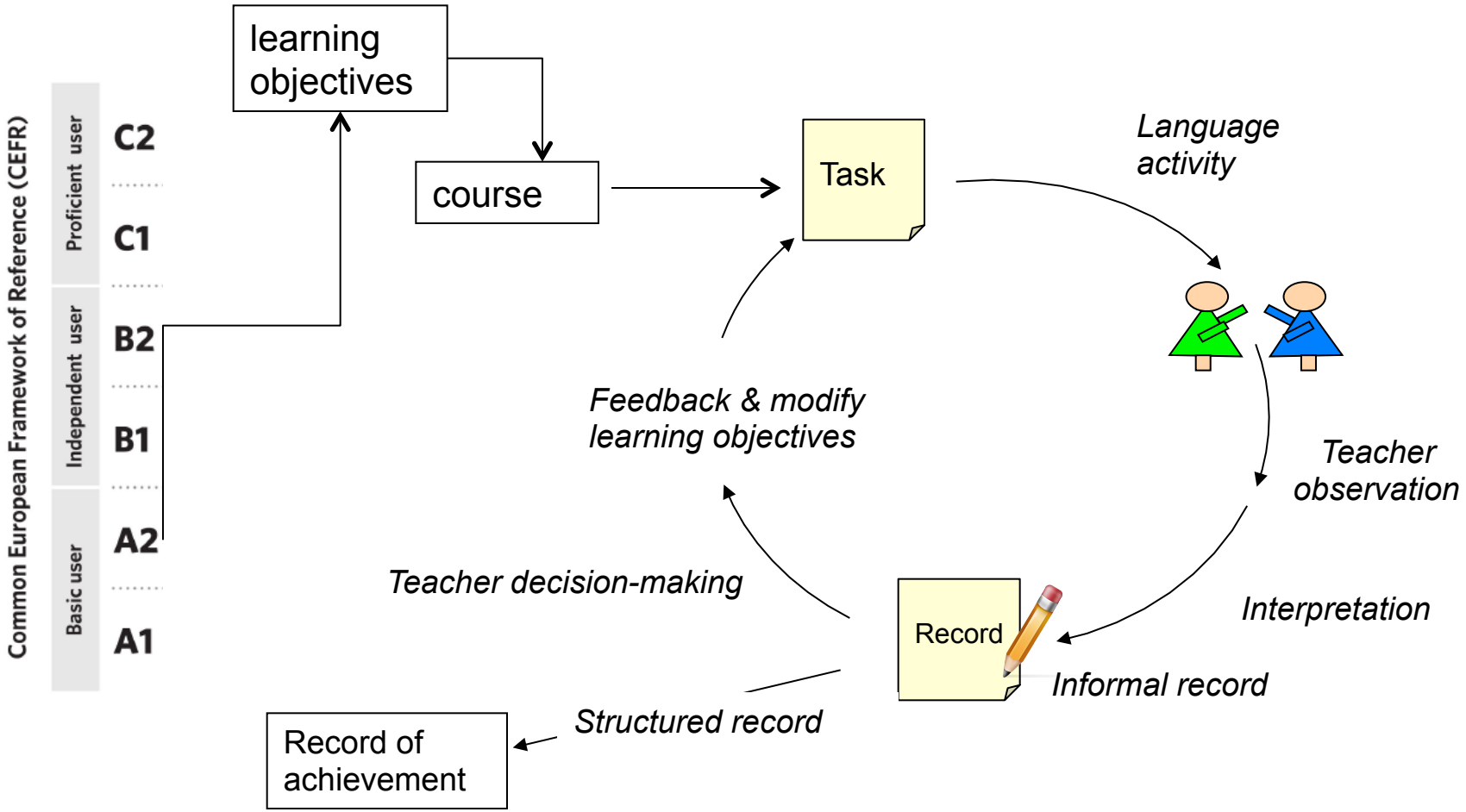

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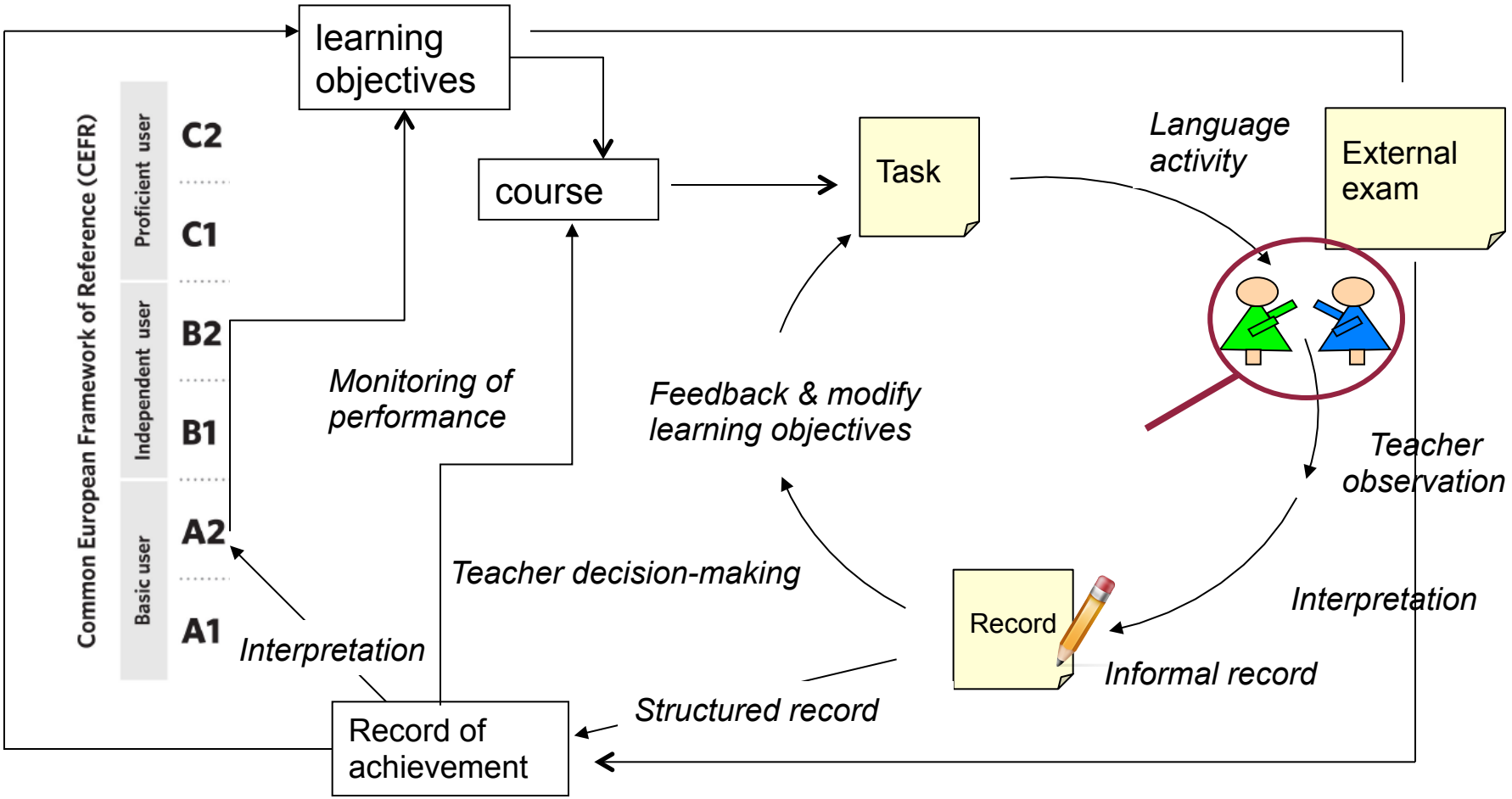
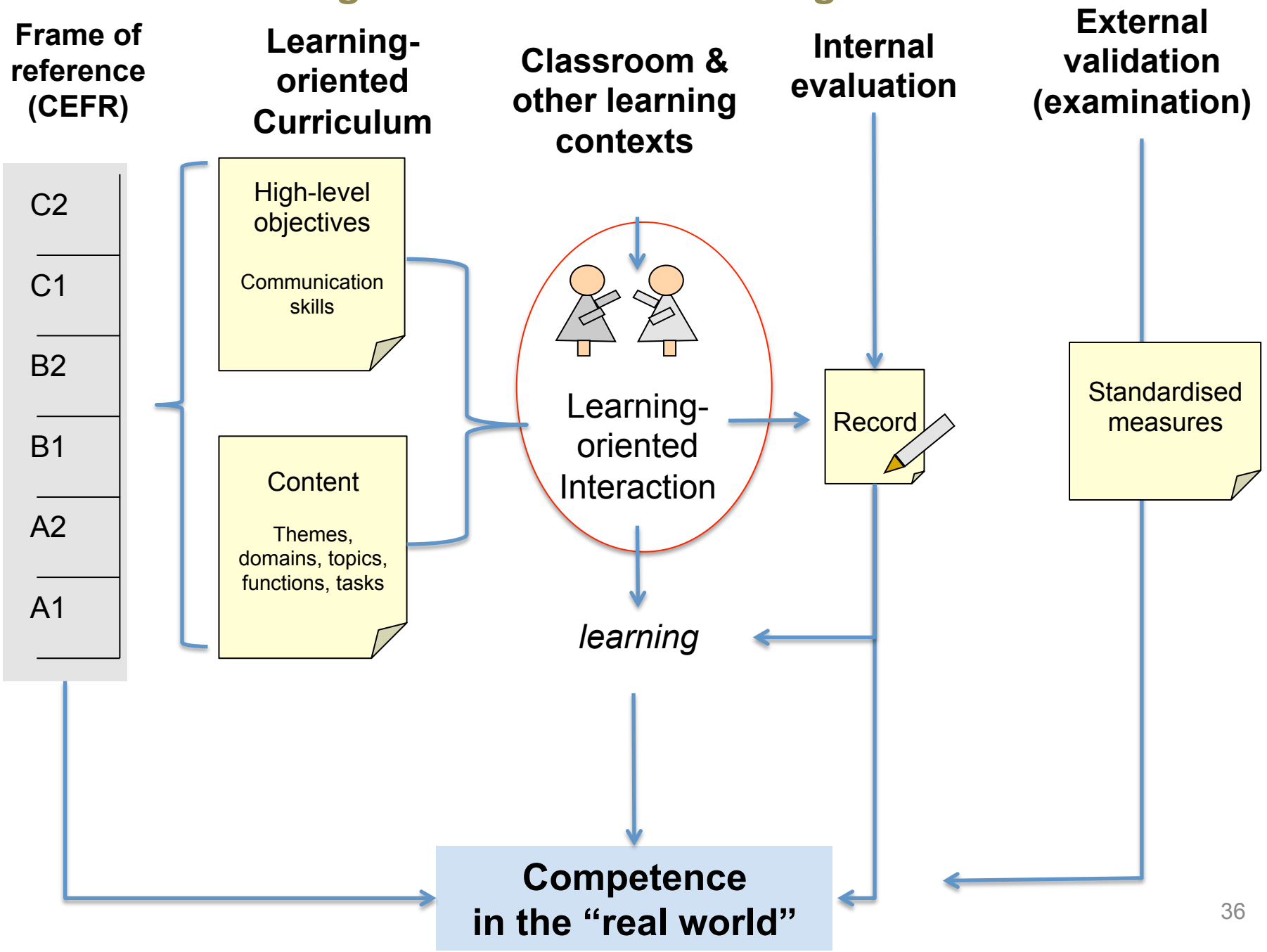


An ecological model of the learning context



Summary so far

- School learning is a social process
- Learning concerns personal development
- Teaching and assessment goals must be closely aligned
- Language learning concerns meaningful use of language
- Tasks must have interactional authenticity
- Evidence from the classroom needs to be collected to promote further learning

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An ecological model of the learning context

- There is an external frame of reference
- The curriculum determines the nature of learning-oriented interactions in the learning settings
- A rich record is generated to serve a number of purposes
- An external examination shares the same high-level objectives linked to the frame of reference

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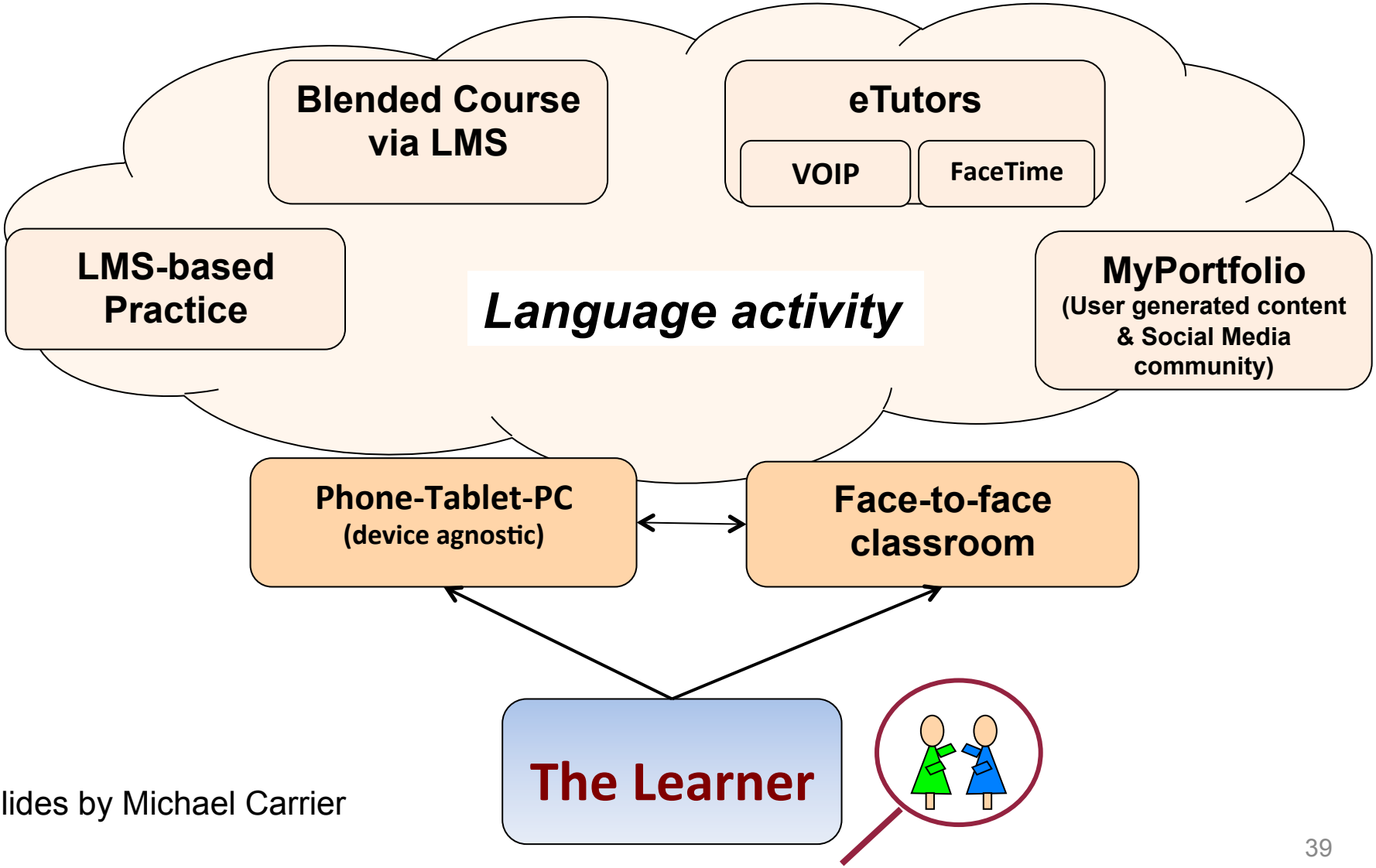
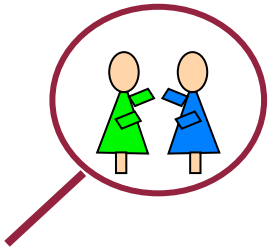
The Learner at the centre of cloud-based learning



Slides by Michael Carrier

Technology with learners at the centre



- LMS as hub
- Big Data: Tracking & Portfolio
- Individualised pathways
- Adaptive learning
- Handheld learning
- Social learning
- Learning Oriented Assessment

The Learner

Learning device

- Face-to-face classroom
- Blended learning
- eTutors VOIP & FaceTime
- On-demand content
- Cloud synchronisation
- Speech recognition & AI tools

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THE FLIPPED CLASSROOM

Turning Traditional Education on Its Head

Many educators are experimenting with the idea of a flipped classroom model. So what is it and why is everyone talking about it?

WHAT IS THE FLIPPED CLASSROOM?

The flipped classroom inverts traditional teaching methods, delivering instruction online outside of class and moving "homework" into the classroom.

THE INVERSION

The Traditional Classroom

Teacher's Role: Sage on the Stage

The Flipped Classroom

Teacher's Role: Guide on the Side

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Tasks and feedback: In-class vs Out-of-class

Before Class	In Class	After Class
Activities: • Reading & Listening activities • Study text • Learn vocab online • Grammar in Use activity with Apps • Self-assessment	**Activities:** • Speaking activities • Pairwork • Concept questions • Communication activities, games storytelling • Mentoring • Formative feedback from teacher • Quizzes	**Activities:** • Practice -- with automated feedback • Comprehension questions • Online workbook • Practise vocab with Apps • Formative feedback from peers

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Digital technology …

- Plays a crucial role in facilitating LOA
  - Extends learning beyond the physical classroom
  - Enables new forms of learning interaction
  - Captures new forms of evidence for learning
- It assists the teacher
  - Scaffolds the learners' use of language in authentic contexts
  - Removes the administrative burden of collecting and processing information

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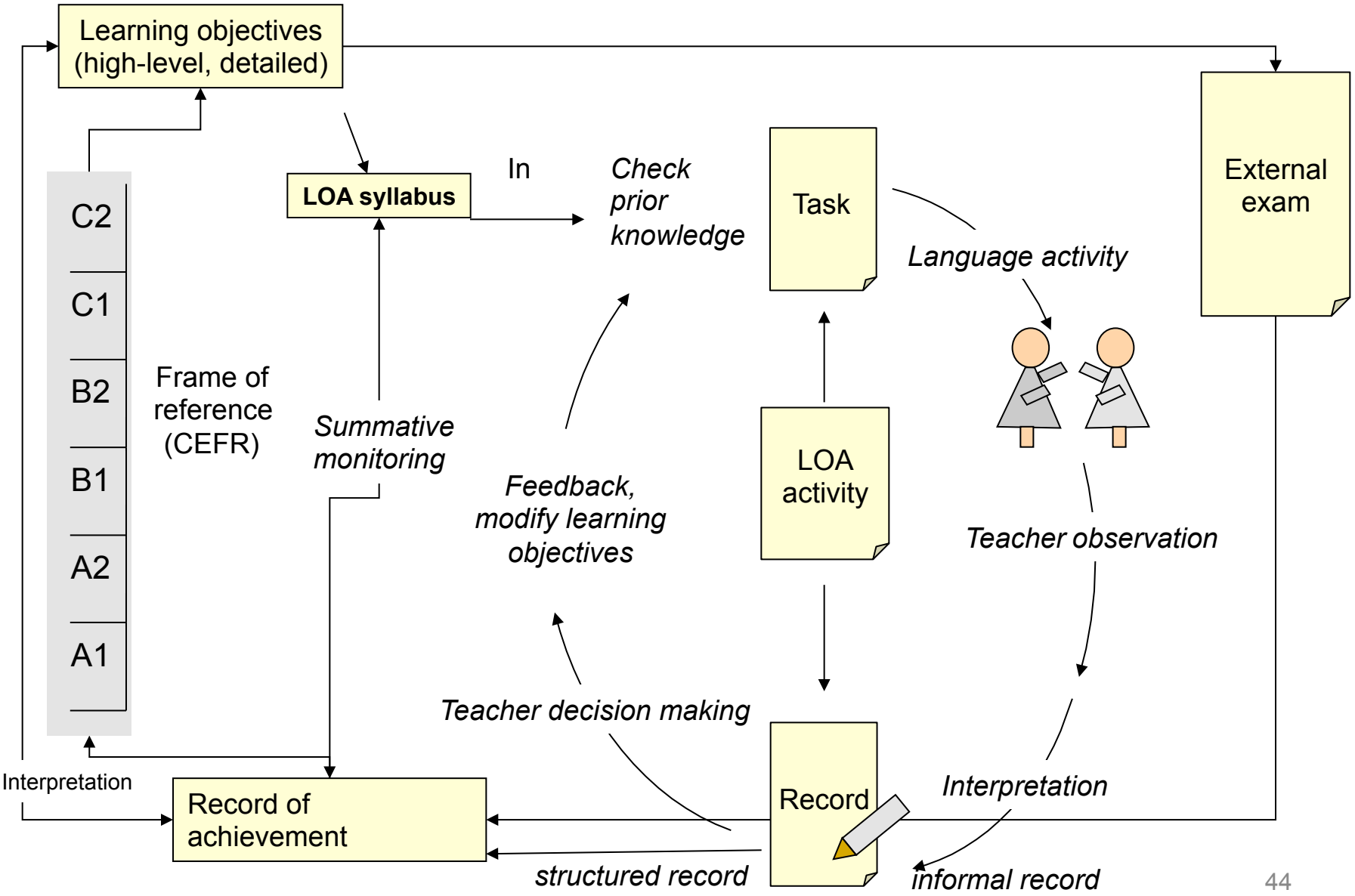
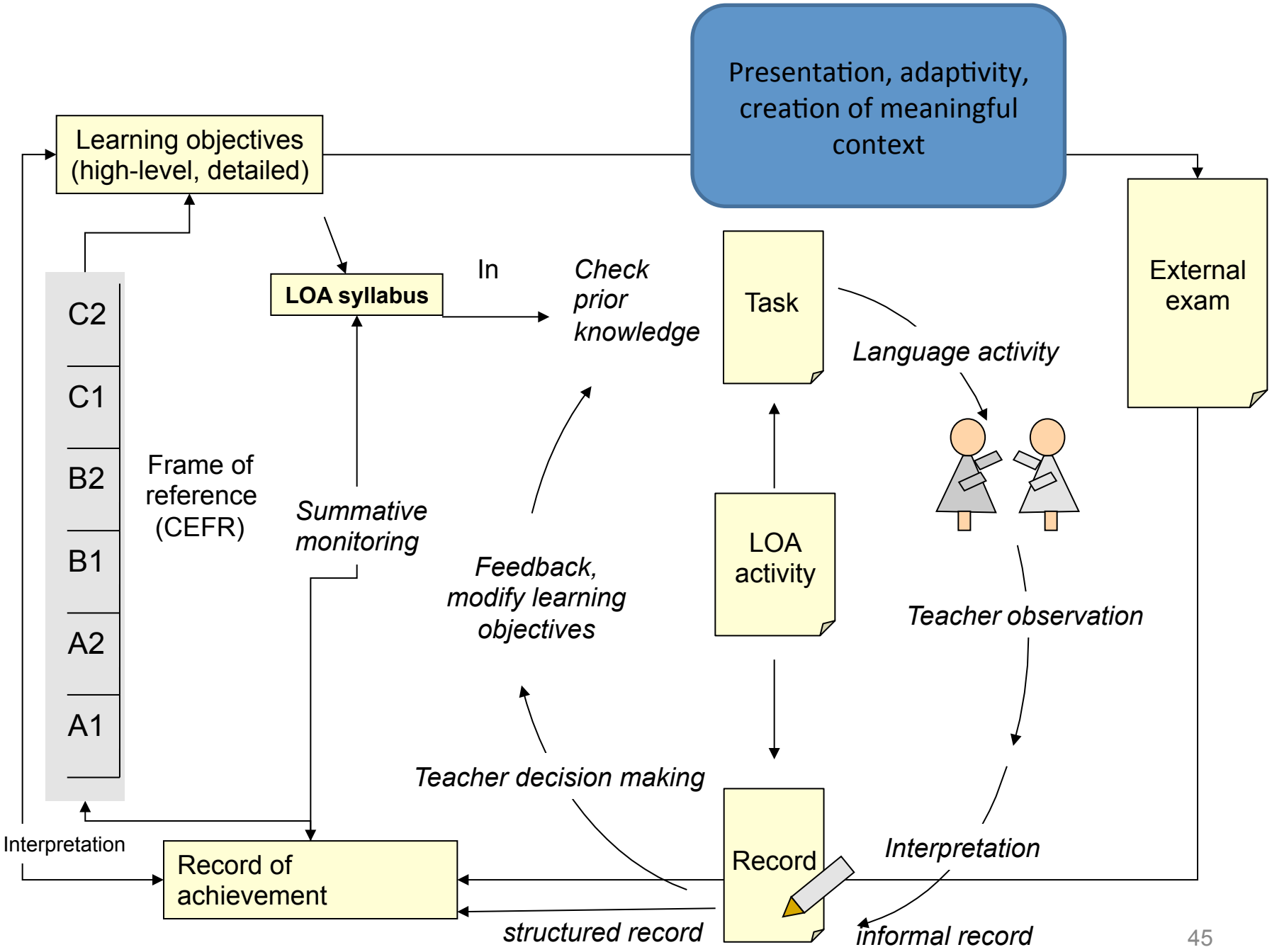

Learning objectives
(high-level, detailed)
External
exam
LOA syllabus
In
Check
prior
knowledge
Task
Language activity
C2
C1
B2
B1
A2
A1
Frame of
reference
(CEFR)
Summative
monitoring
Feedback,
modify learning
objectives
LOA
activity
Teacher observation
Teacher decision making
Interpretation
Record of
achievement
Record
Interpretation
structured record
informal record


Presentation, adaptivity, creation of meaningful context
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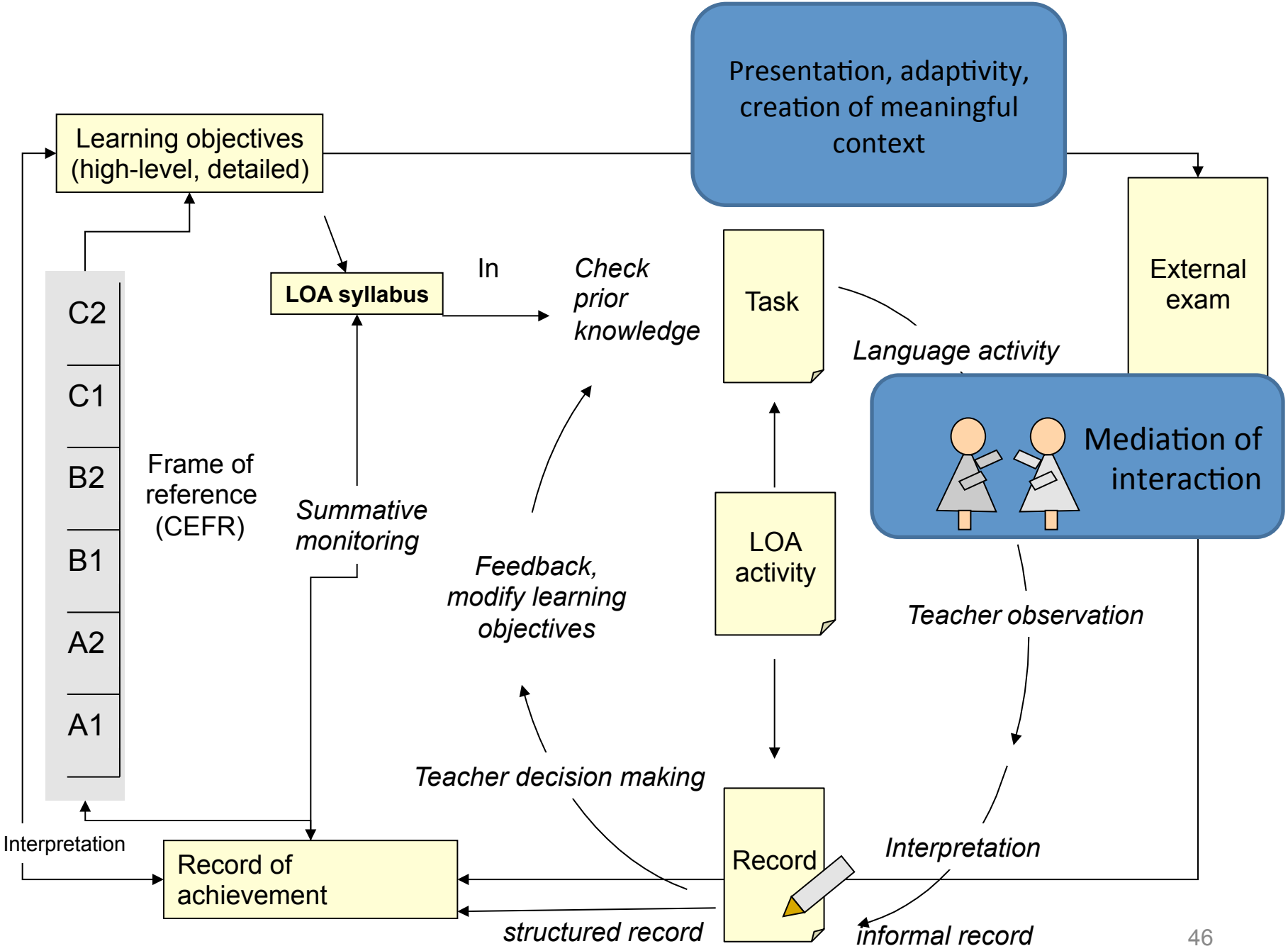
Record of achievement
Record
Interpretation
structured record
informal record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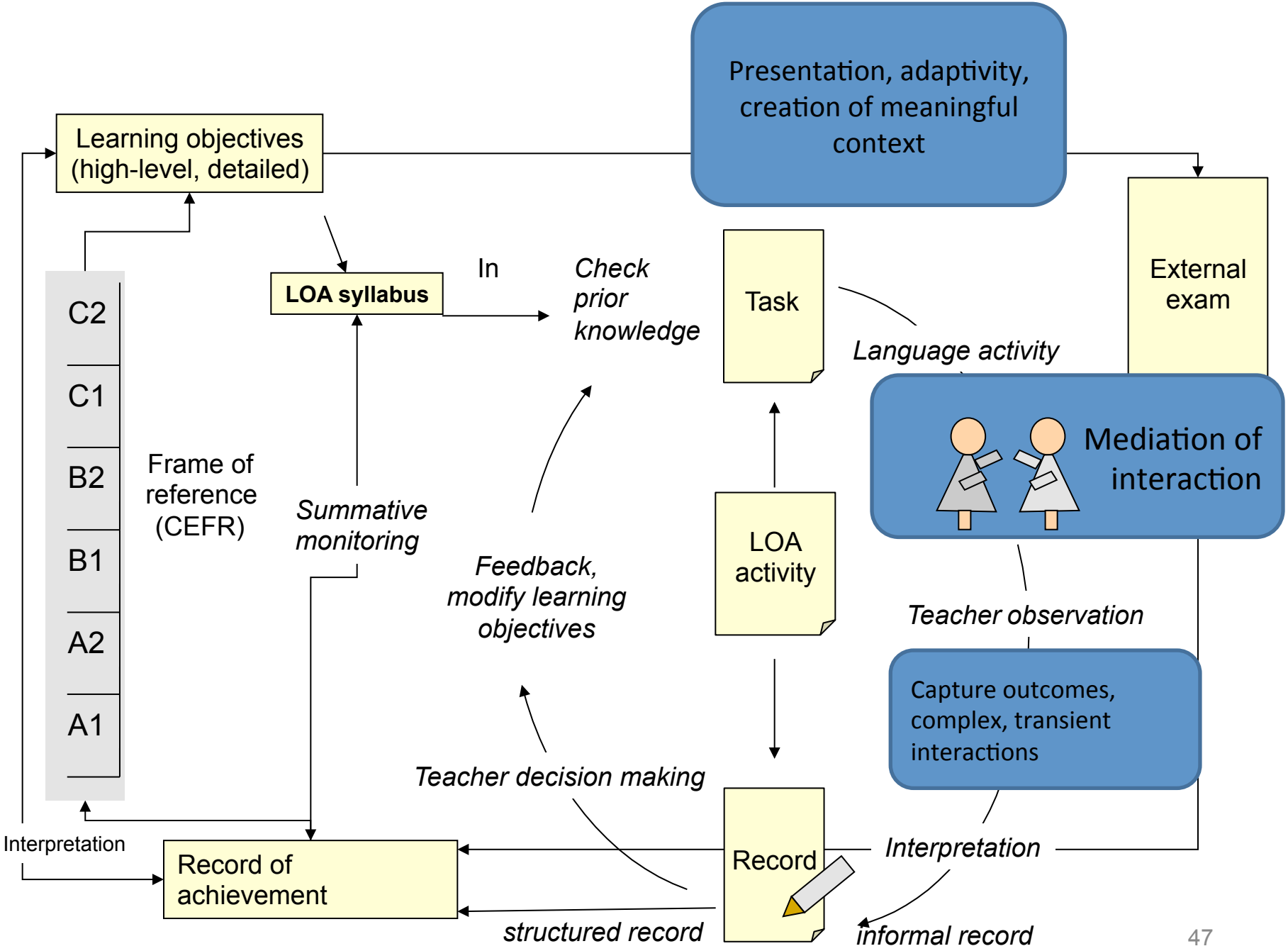
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Mediation of interaction
Teacher observation
Capture outcomes, complex, transient interactions
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Interpretation
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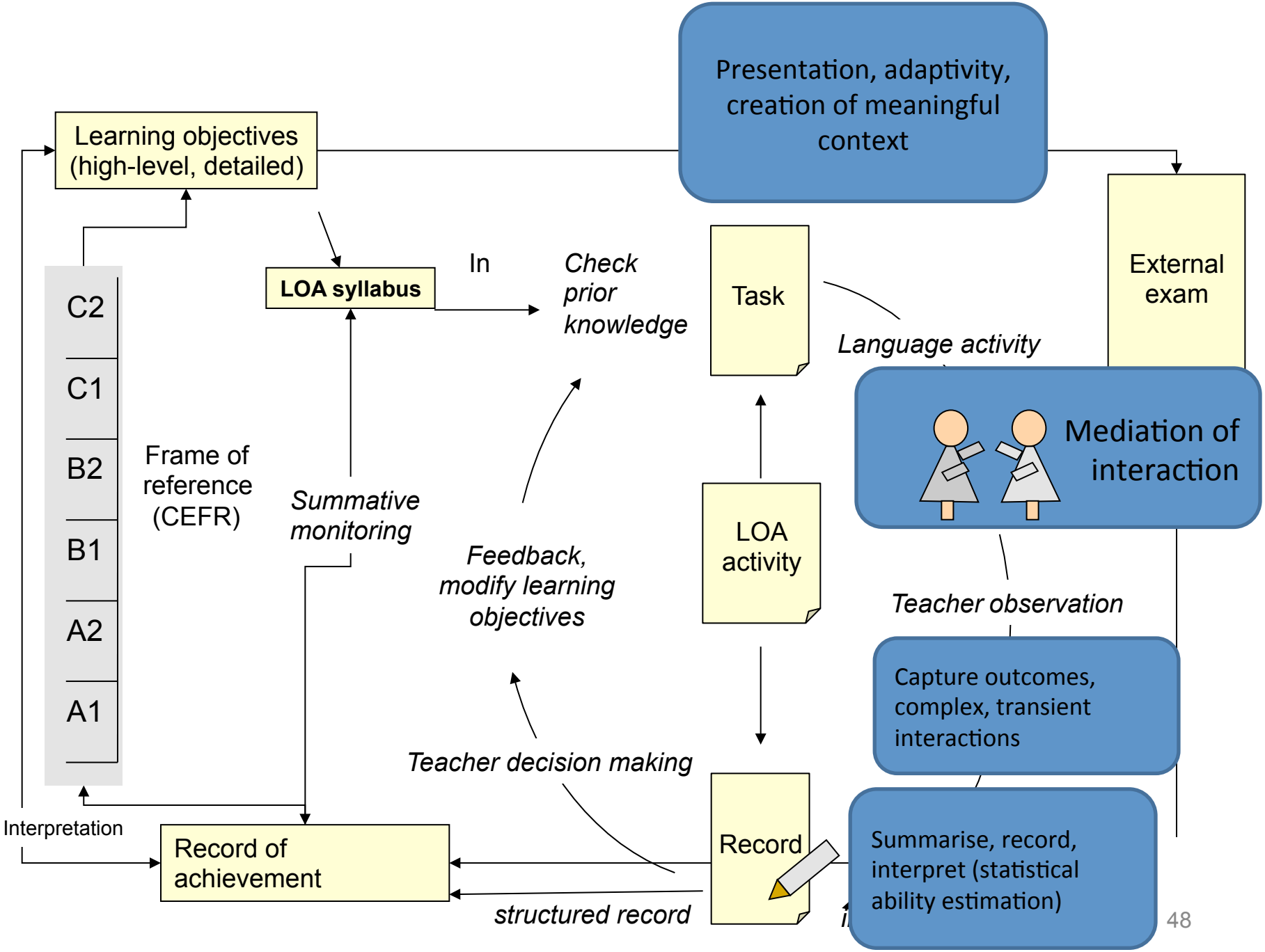
informal record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B2
B1
A2
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Summative monitoring
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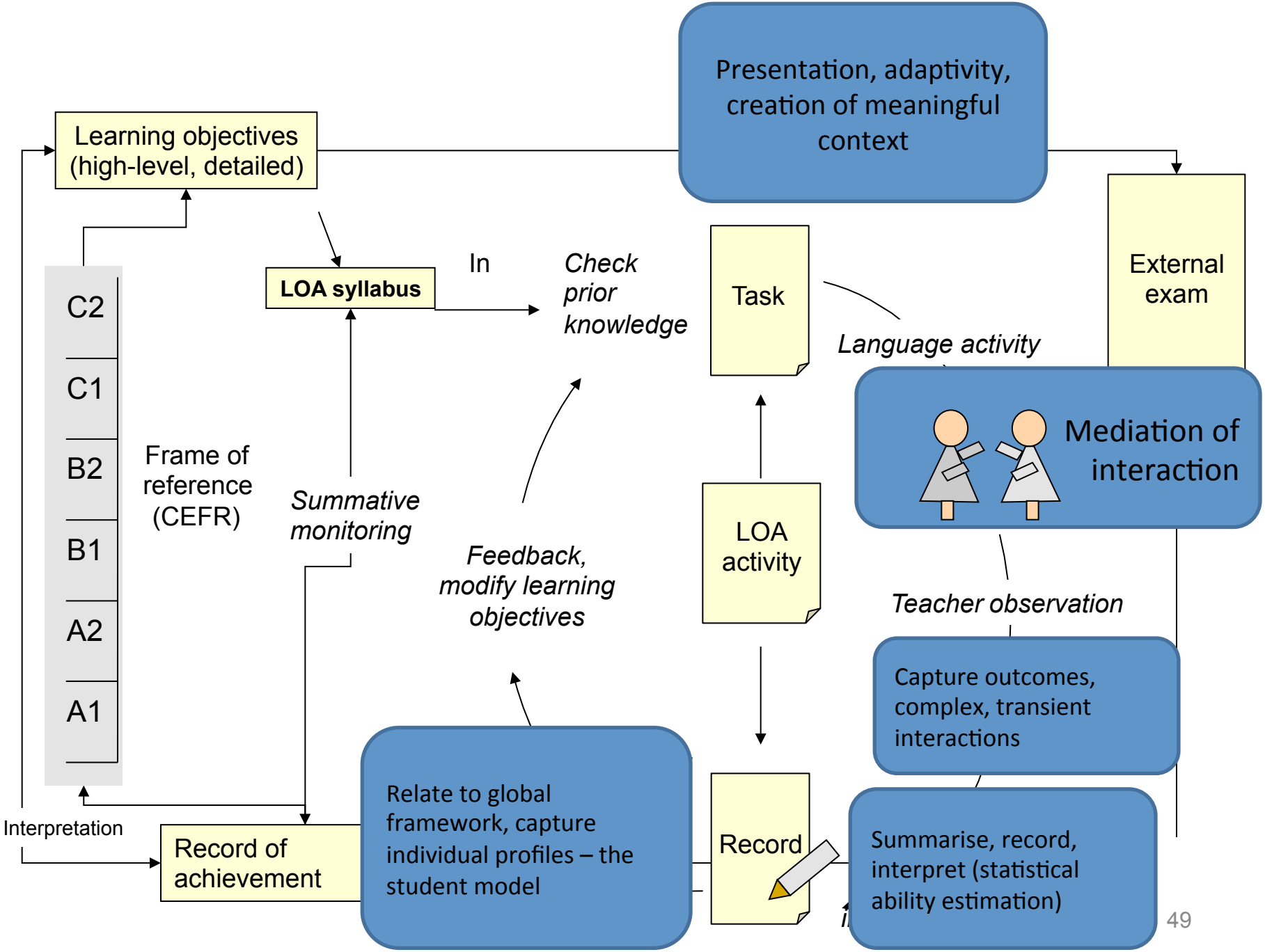
Capture outcomes, complex, transient interactions
Teacher decision making
Interpretation
Record of achievement
Record
Summarise, record, interpret (statistical ability estimation)
structured record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B2
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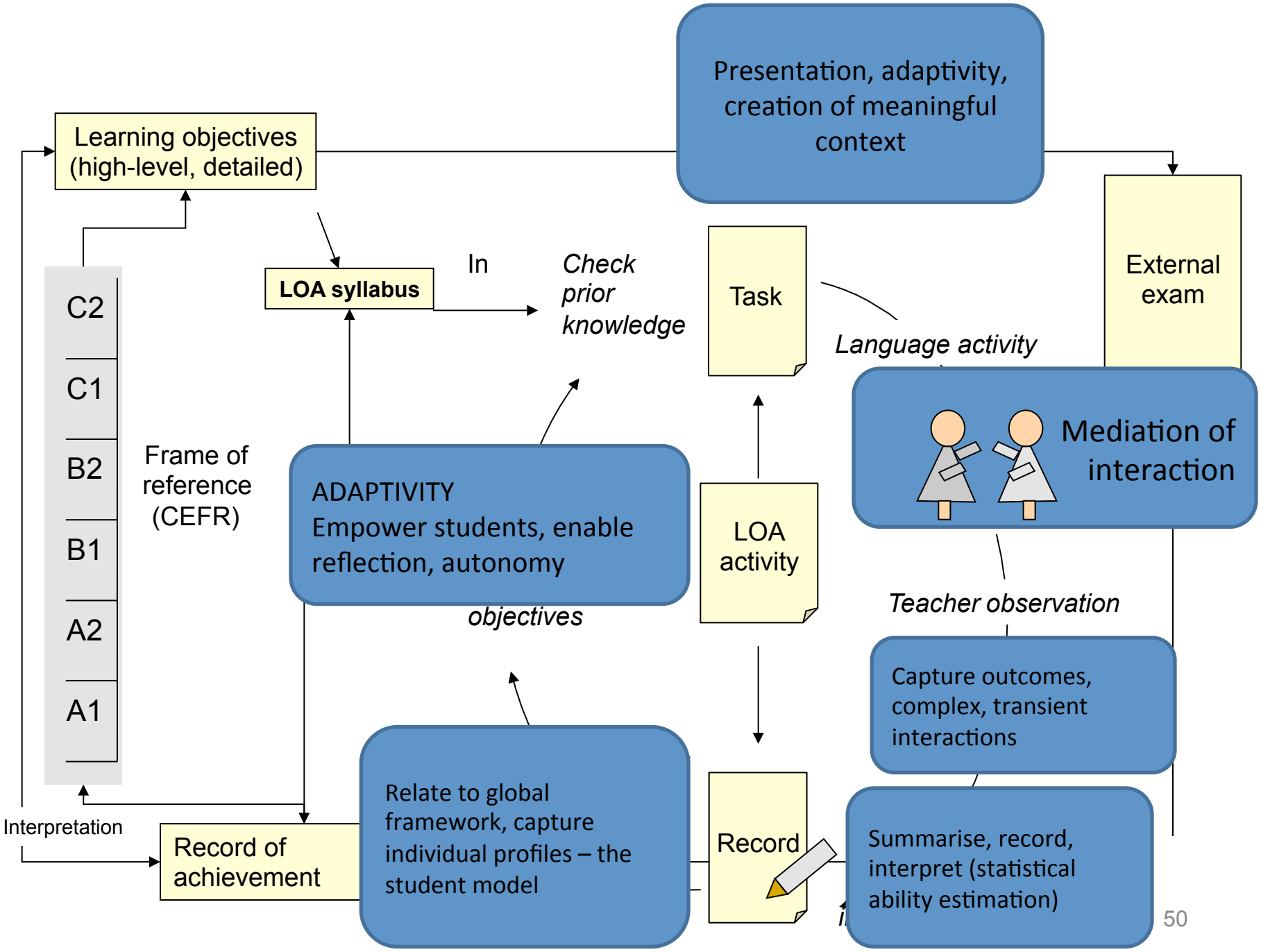
Frame of reference (CEFR)
Summative monitoring
Feedback, modify learning objectives
LOA activity
Mediation of interaction
Teacher observation
Capture outcomes, complex, transient interactions
Interpretation
Record of achievement
Relate to global framework, capture individual profiles – the student model
Record
Summarise, record, interpret (statistical ability estimation)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Task
Language activity
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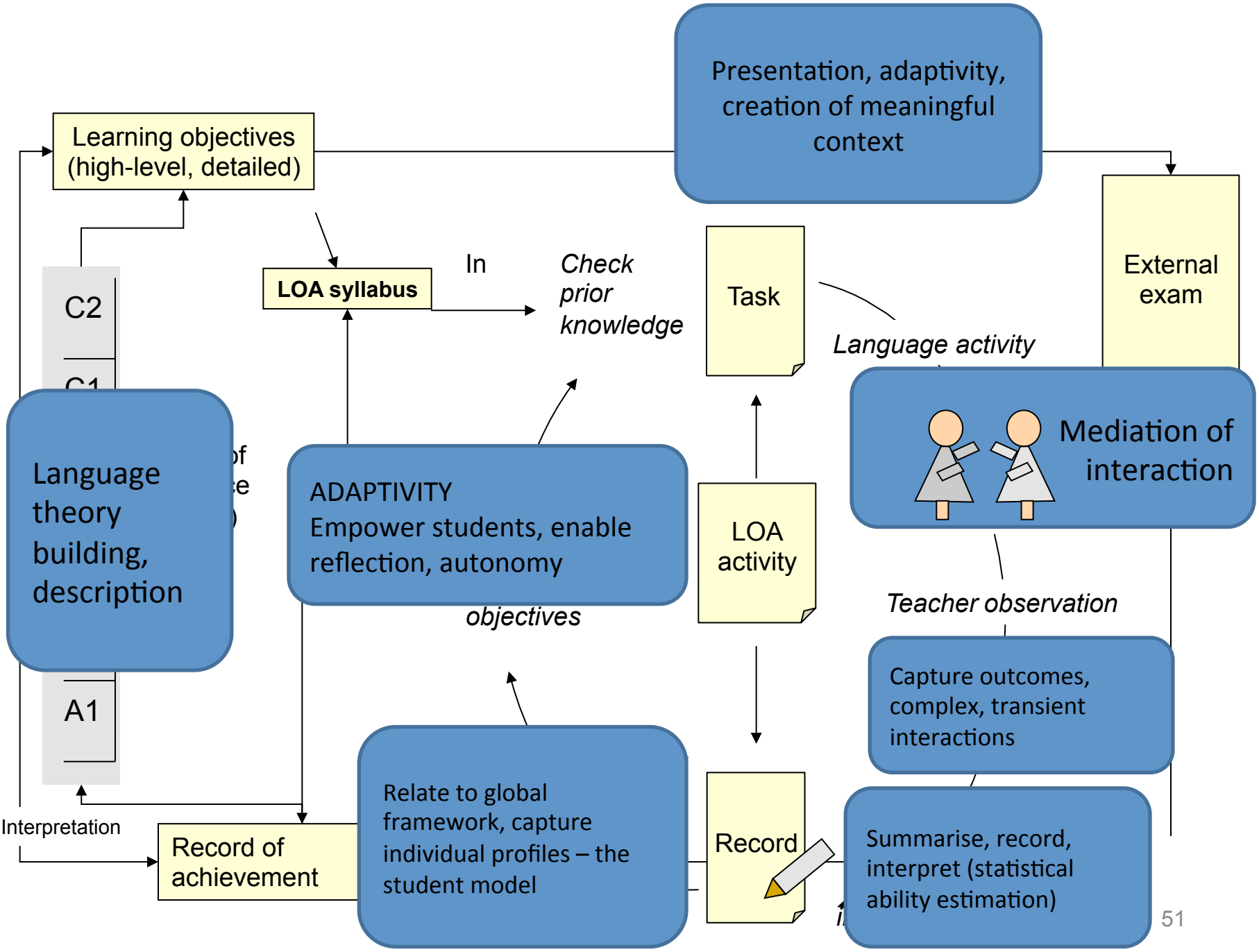
B2
B1
A2
A1
Frame of reference (CEFR)
ADAPTIVITY
Empower students, enable reflection, autonomy
LOA activity
Mediation of interaction
objectives
Teacher observation
Capture outcomes, complex, transient interactions
Relate to global framework, capture individual profiles – the student model
Record
Summarise, record, interpret (statistical ability estimation)
Interpretation
Record of achievement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LOA syllabus
In
Check prior knowledge
Task
Language activity
C2
C1
Language theory building, description
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Empower students, enable reflection, autonomy
LOA activity
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objectives
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Capture outcomes, complex, transient interactions
A1
Relate to global framework, capture individual profiles – the student model
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Summarise, record, interpret (statistical ability estimation)
Interpretation
Record of achievement

The changing role of the teacher?

- New knowledge, skills and behaviours?
- Need for higher levels of “assessment literacy”

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Thank you