Language Assessment Literacy for Teachers and Lecturers

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Testing and Trap

Learning Objectives

Learning objectives have big influences in the way we check our students' progress

Students are able to write a descriptive text.

Students are able to write a minimum of 50 word descriptive text on one object they have in their bedroom.

Ideally the ultimate goal of learning English is that students are able to use it for their expected purposes – communicate!

To achieve the ultimate goal it is important for the syllabus or course designer to define the highest proficiency expected at certain level of class.
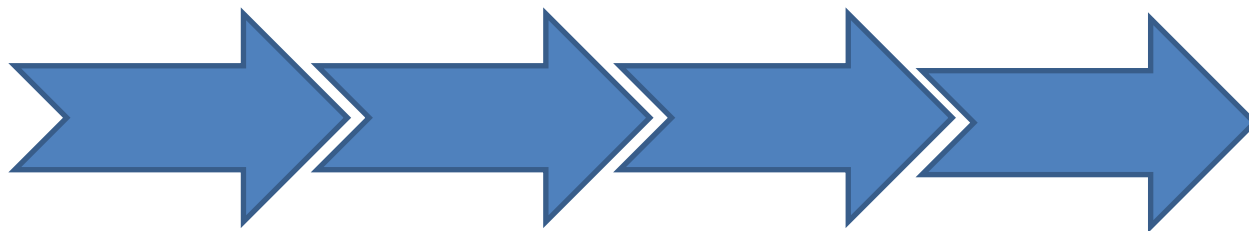
Students are able to write an academic essay/ narrative text/ ?

What do our students learn from the English subject matter at school and campus?

To achieve their learning objectives?
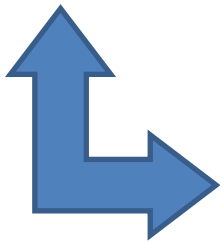
To pass exam?

To prepare their future?

Or ………….?

How is it similar to learning and assessment and/or testing?
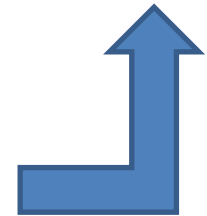
OBJECTIVE

Needs more salt!
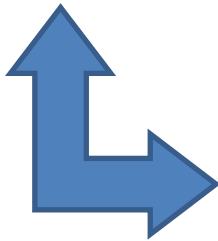
Plan how to cook it

Process

LEARNING OBJECTIVE

How do you assess performances?
- Checklists
- Rating scales
- Rubrics
- Anecdotal records
- Indirect checklists
- Portfolios

Classroom assessment

What am I teaching?

How will I teach it?

Who am I teaching?

How will I know if the students understand?

Chunk the the lesson!!!

Process
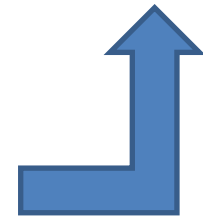
Goal/Aims/Objectives, as the starting point for Assessment.

How much have we detailed those objectives in order to lead the learning process?

The more we are able to classify the objectives according to the language development/learning theory, the most likely we are able to construct our plan, instruction, and assessment effectively.

What does research say about language development

- Language development terms are used, such as "motors of change" (e.g. Thelen & Smith, 1996), "the developmental ladder metaphor" (Fischer, Yan, & Stewart, 2003), and "a make-do solution" (Larsen-Freeman, 2006).

- Larsen-Freeman claims that "its [learner language] development is not discrete and stage-like but more like **the waxing and waning** of patterns; that, from a target-language perspective, certain aspects of the behaviour are progressive, others, regressive; that change can be gradual and it can be sudden" (p. 1).

What does research say about language development

- Fischer et al. (2003) claim that "[language] development is seen as **a complex process of dynamic construction** within multiple ranges in multiple directions" (p. 492).

- Learners' progress can be made at different levels, at different times (Marchman, Thal, Tomasello, & Slobin, 2005).

It is therefore to determine students' language learning achievement, teachers need to chunk the lesson and do regular assessment (formative) instead of tests which are treated as summative assessment.

Main intention of formative assessment is to:

- monitor student learning and provide feedback to students and parents
- identify areas of growth
- motivate students and provide incentive to study
- help focus attention and effort
- emphasize what is important to learn
- provide practice in applying, demonstrating, and extending knowledge, skills, and attitudes
- encourage goal-setting and monitor achievement of goals
- reflect on program structure and effectiveness, and modify or adjust teaching as necessary

Abeywickrama, 2012

'the terms 'formative' and 'summative' assessment can give the impression that these are different kinds of assessment or are linked to different methods of gathering evidence. This is **not** the case; what matters is **how the evidence is used**.'
(Harlen, 2006)

LEARNING OBJECTIVES

Formative

Summative

Assessment **for** learning.
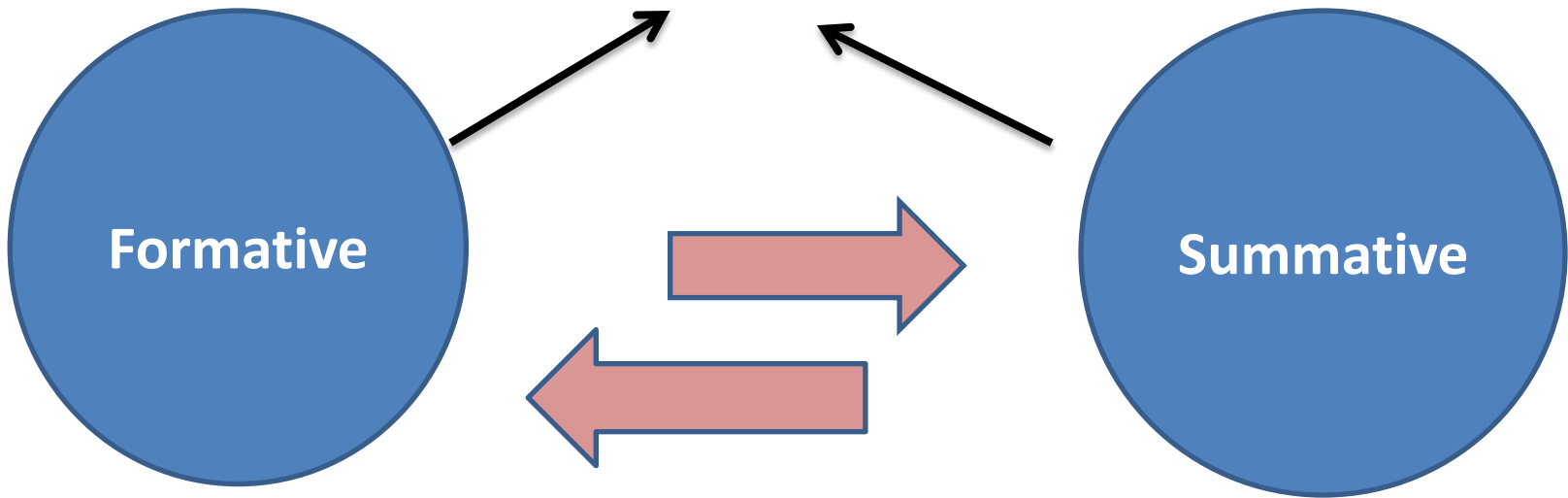
Assessment **of** learning.

Focus on improvement

Assess what has been learned

Future oriented

Past oriented

Assessment is all about meeting Learning Objectives

Effective assessment for learning encourages students to ask three fundamental questions about their learning process:

"Where am I going?,"

"How can I close the gap?"

"Where am I now?,"

Chappuis (2005).

William, 2014

Unpacking classroom formative assessment

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

William, 2014

And one big idea

	Where the learner is going	Where the learner is	How to get there
Teacher			
Peer			
Learner			

Using evidence of achievement to adapt what happens in classrooms to meet learner needs

"Assessment Literacy is all about familiarity with measurement basics related directly to what goes on in the classroom."
(Popham, 2009)

The New Directions for Indonesia

Get all education stake holders understand about the function of different kinds assessment tools, stop the use of 'one-fit-for-all principle.

Change the direction of Teachers Professional Development activities, from top-down to more reflective professional development and encourage teacher to become more responsible for their own learning.

Classroom-based assessment, as a way to optimize learning, should become part of professional development activities.

There should be standard for all English teachers' proficiency.

Change the instruction paradigm from textbook minded to **objective** minded.

Change from just testing minded to assessment minded.

Put back the hours for English lesson in SMK and SMA.

If we want our students to pass their standardized test with flying colours, assess them properly during the teaching and learning process.

Learning is like cooking the more you assess during the process, the more likely you are able to have your intended dish.