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Rediscovering Evaluation in the 21st century: more meaningful ways to assess our students.

SHARE CONVENTION 2017
XII CONGRESO NACIONAL DE DESARROLLO
PROFESIONAL PARA PROFESORES DE INGLÉS

REDISCOVERING EVALUATION IN

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THE 21st CENTURY: more meaningful ways to assess our students

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COMMON MISCONCEPTIONS

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"Assessment and testing are the same thing"

"I give tests because I've got to give grades."

"Tests are a necessary evil"

"Assessment doesn't have anything to do with teaching & learning."

"My tests are valid and reliable because I use the test from our textbook."

'Peer feedback means students chatting to each other' rather than working on a task'

Examinations are the only type of assessment that matter'

'Work should always be given a grade or mark'



EVALUATION

COURSES

PROGRAMMES

LESSONS

SKILLS



TESTING

FORM OF
ASSESSMENT

INSTRUMENT
MEASURES LEARNING
THROUGH PERFORMANCE

ASSESSMENT

LEARNING
PERFORMANCE





FORMATIVE SUMMATIVE



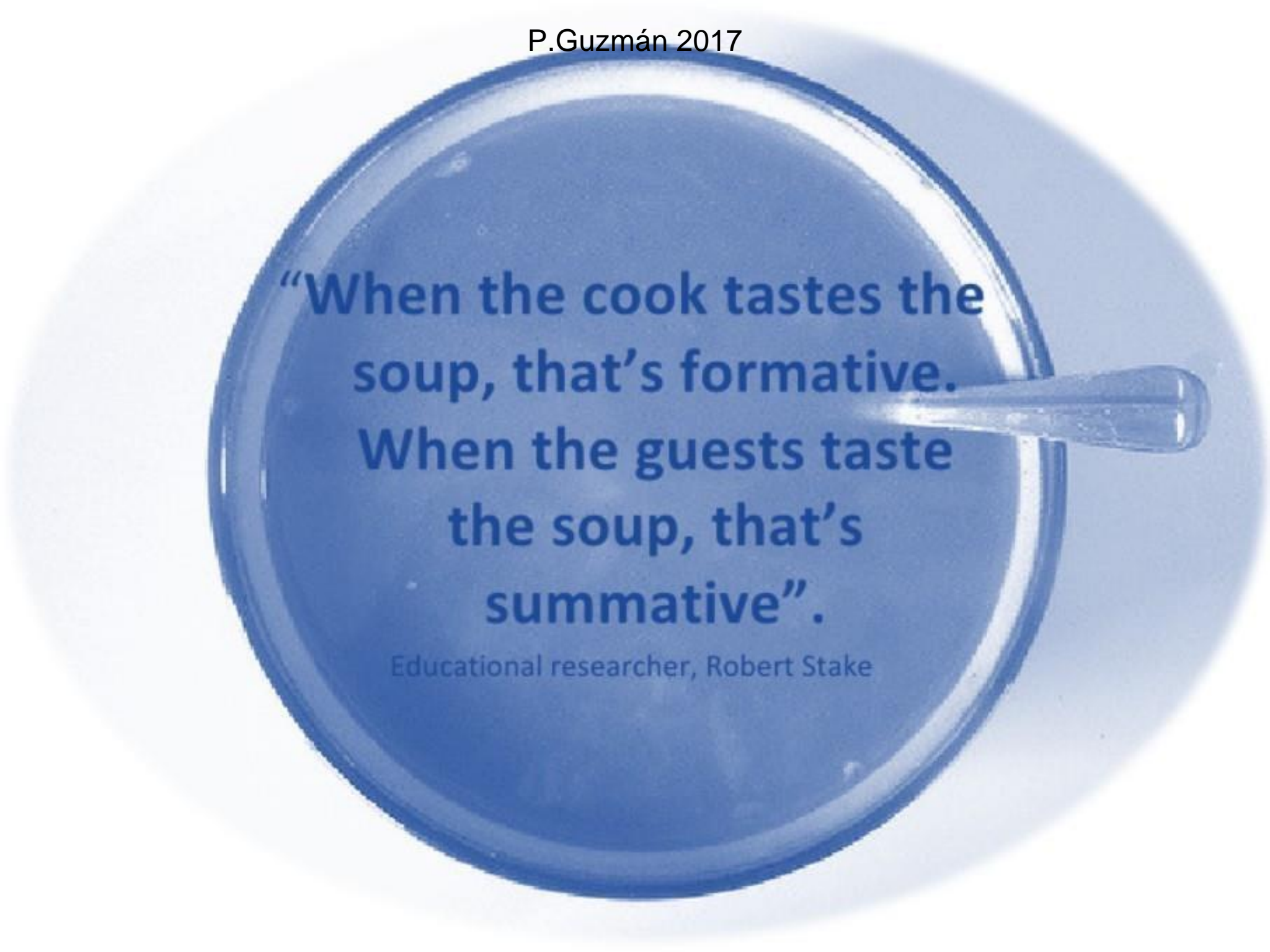
SUMMATIVE

- assess learning
- judgment on the learners' current performance
- grading, recording progress



FORMATIVE

- ongoing
- clarifying outcomes
- monitoring learning
- collecting evidence
- presenting evidence of learning



**“When the cook tastes the
soup, that’s formative.
When the guests taste
the soup, that’s
summative”.**

Educational researcher, Robert Stake

Assessment

OF

FOR

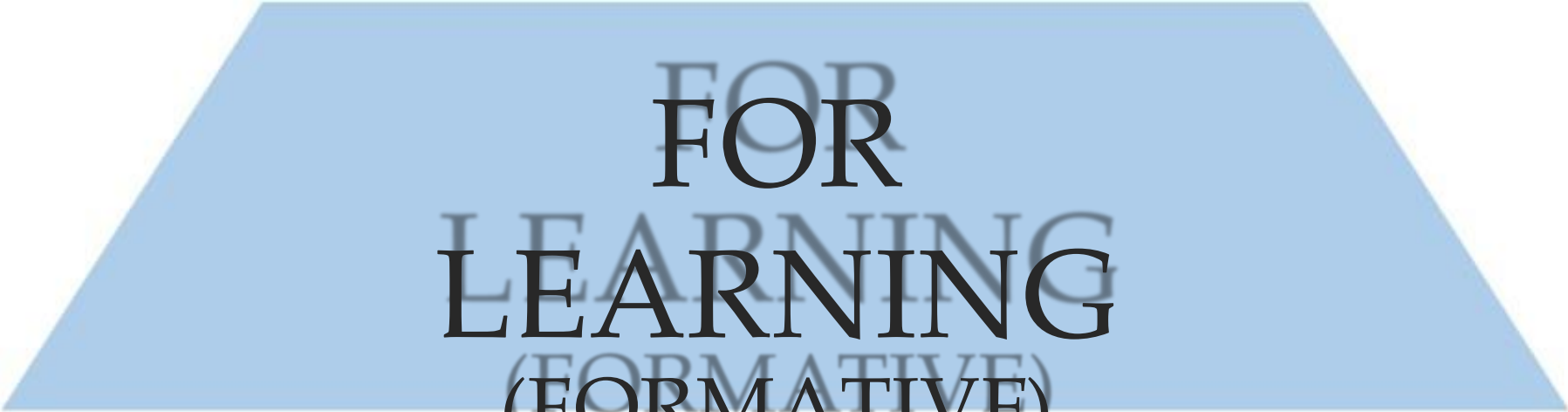
LEARNING

PURPOSE

OF LEARNING (SUMMATIVE)

collecting & interpreting
information to judge
student's achievement
(end of a unit
or chunk of learning)

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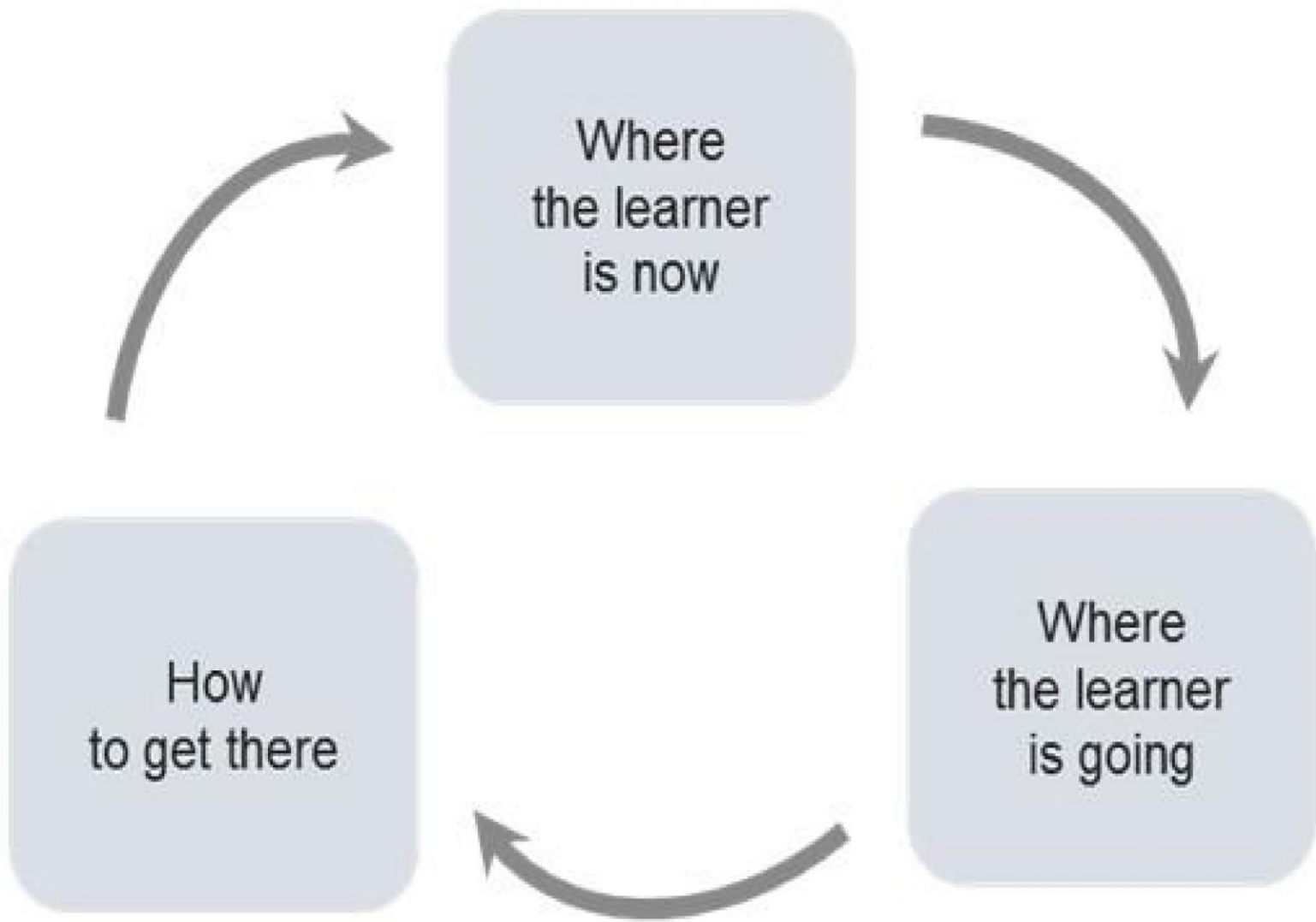


FOR
LEARNING
(FORMATIVE)

• feedback • improve students'
performance • students'
involvement • self-reflection



THE
NEXT
LEVEL



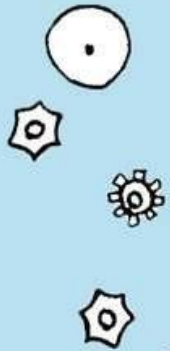
Teachers' Roles

**ASSESSMENT
FOR LEARNING**
is at the heart
of effective
teaching

- aligning instruction
- identifying particular learning needs
- selecting and adapting materials and resources
- creating teaching strategies
- providing immediate feedback

RESEARCH P.Guzmán 2017 BEHIND AFL

- Understanding and knowledge, 'more visible'
- Feedback has a positive effect on learner achievement (Hattie,2011)
- Students can learn at double the rate (Black and Wiliam,2001)
- Learners who take part in selfassessment learn to attribute



**failures to controllable
factors (Attribution theory, Weiner)**

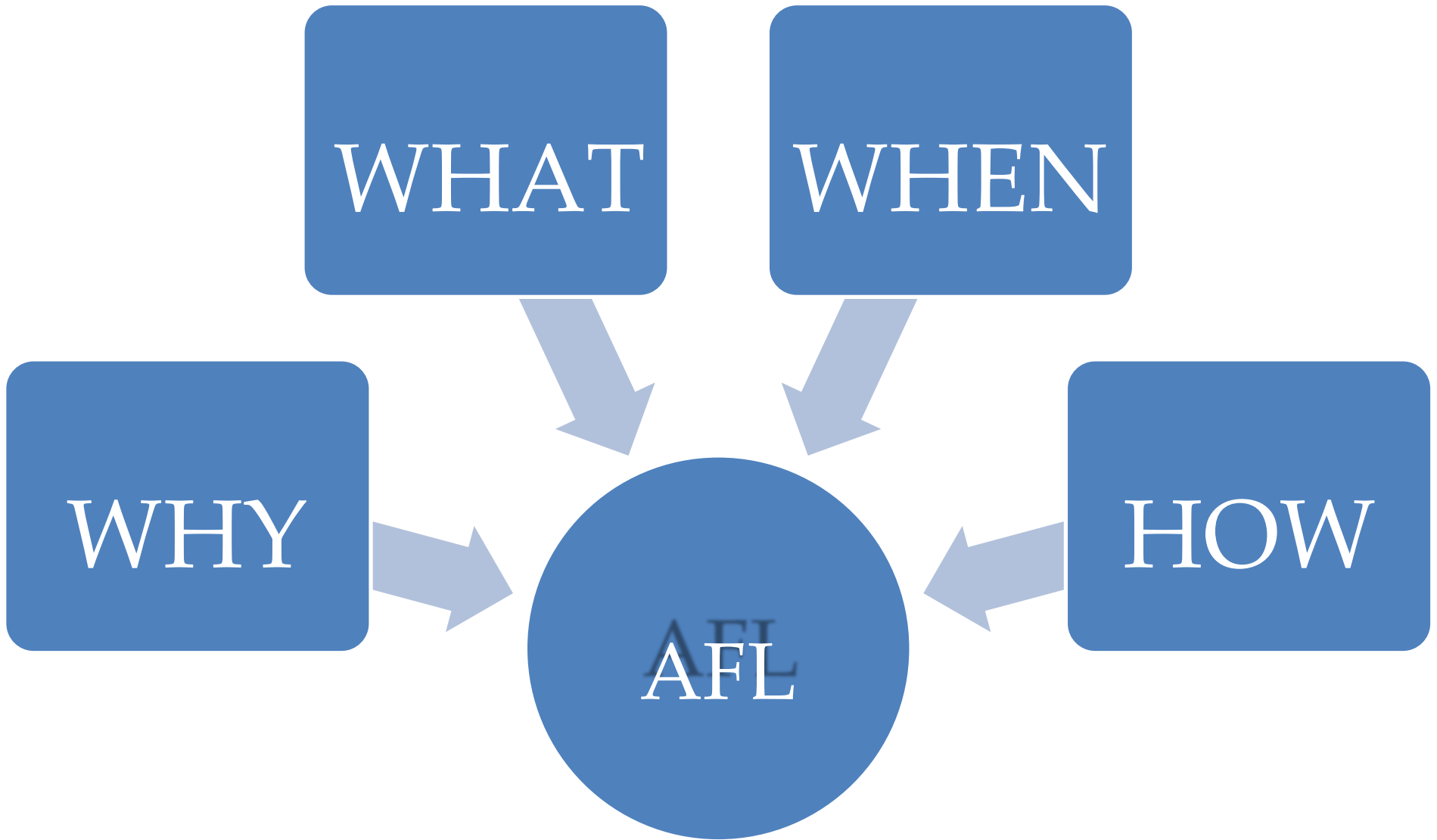
P.Guzmán 2017 **WHAT ARE THE
BENEFITS OF AFL?
AFL?**

Focus on the aim of elements of their learning & take responsibility for their own Valuable connection between assessment and learning activities

Support students to become confident, reflective, innovative and engaged

(Carless ,2011)

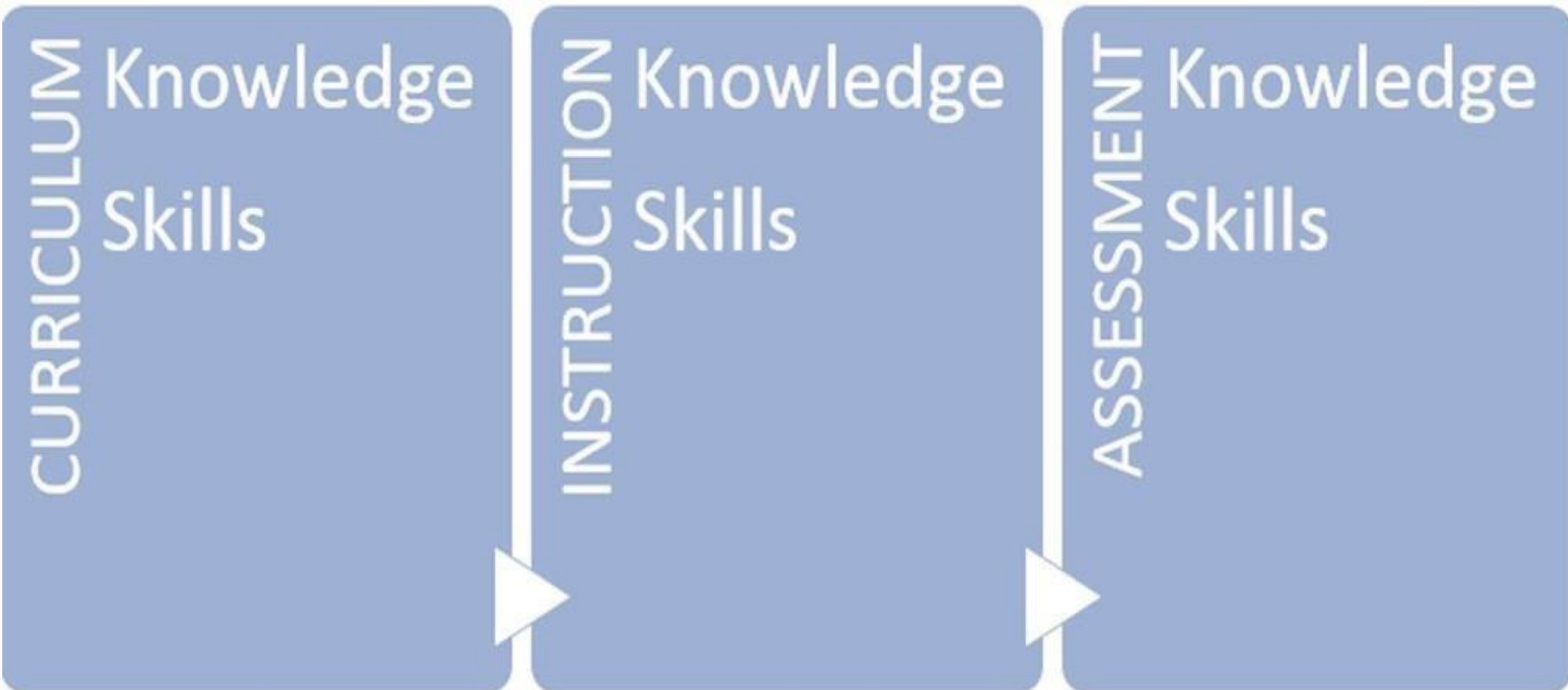
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HOW TO CREATE GOOD ASSESSMENT

It's all about alignment!!!



Assessment for Learning

Five Key Strategies

Sharing
Learning
Expectations

Eliciting
Evidence

Feedback

Self
Assessment

Peer
Assessment

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UNPACKING AFL

	Where the learner is going	Where the learner is now	How to get the learner there
Teacher	Clarifying, sharing, and understanding learning intentions	Eliciting evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Student		Activating students as owners of their own learning	



TEACHER'S ROLE: KNOWING WHERE
LEARNER IS (through questioning, classroom
tasks, dialogue)



**GIVE FEEDBACK THAT MOVES
THE LEARNER FORWARD**



The benefits of successful feedback are many:

- build confidence in the students
- motivate students to improve their learning
- provide students with performance improvement information, correct errors, identify strengths and weaknesses



ROLE OF PEERS: HELPING EACH
OTHER UNDERSTAND SUCCESS
CRITERIA



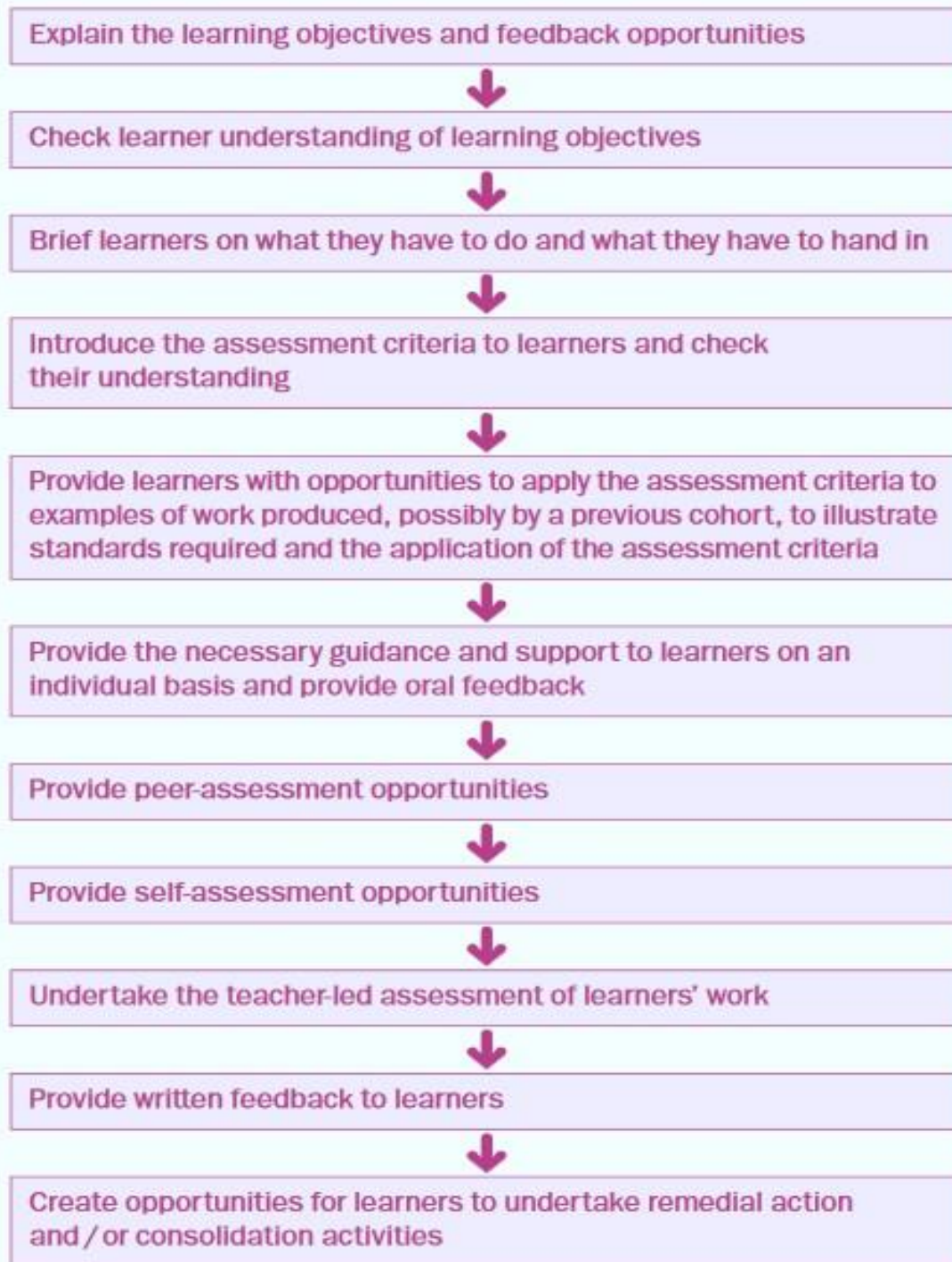
PEER ASSESSMENT (PEERS
SUPPORTING EACH OTHER)



STUDENT'S SELF ASSESSMENT
(ACTIVATING STUDENT'S OWN
LEARNING)

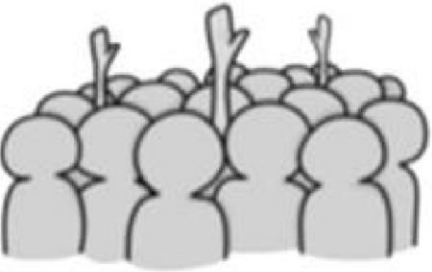
Assessment for Learning – the process

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THINK-PAIR-SHARE

THINK



**GIVE APPROPRIATE
"WAIT TIME"**

PAIR



**TOGETHER STUDENTS DISCUSS
AND COMPARE THEIR ANSWERS**

SHARE



**THE TEACHER MAKES
CORRECTIONS ON THE
STUDENTS' RESPONSES
FOR ALL TO HEAR**



CONSTRUCTIVE COMMENT



'I don't understand this yet.'



'I think I understand, but could not explain it to someone else.'



'I understand this well and could explain it to a friend.'



PORTFOLIOS (E-PORTFOLIOS)



SELF-ASSESSMENT

USE SOCIAL NETWORKING EFFECTIVELY TO SUPPORT EACH OTHER OUTSIDE OF THE CLASSROOM

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podcasts

keep a video diary

recordings of their conversations



YouTube channel

EXAMPLE



Students:

- record unprepared dialogue (cell phone)
- play the recording to other peers
- discuss how the dialogue could be improved
- write full dialogue with improvements
- record the dialogue again
- analyse improvements
- act out

Further reading

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Black, P and Wiliam, D (2006) *Inside The Black Box: Raising Standards Through Classroom Assessment*, Granada Learning

Hargreaves, E. (2005) *Assessment for learning? Thinking outside the (black) box*, Cambridge Journal of Education, vol 35, issue 2.

Assessment Reform Group (2002), Research-based principles to guide classroom practice, available at:

www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/Eng_DVD/doc/Afl_principles.pdf

Dylan Wiliam & The 5 Formative Assessment Strategies to Improve Student Learning:

Improve Student Learning:

www.nwea.org/blog/2012/dylan-wiliam-the-5-formative-assessment-strategies-to-improve-student-learning/#sthash.KRTC7rMK.dpuf

O'Malley, J. M., and L. Valdez Pierce. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Reading, Mass.: Addison-Wesley, 1996.

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