



VIETNAM LANGUAGE ASSESSMENT SYMPOSIUM 2019 Assessment in the Classroom

Positive Washback? The impact of Vietnamese learners' IELTS goals on assessment in British Council Vietnam's Adult and Upper Secondary English programmes.

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This presentation will illustrate efforts within **British Council Vietnam to incorporate IELTS** criteria into the assessment of learning for both Upper Secondary and Adult learners, and the implications this has had on syllabuses, courses, teacher assessment literacy and learner sense of progress.



- Introduction and Situation
- British Council Courses overview
 - Upper Secondary
 - Adult courses
- Teacher Assessment Literacy
- Summary and Conclusions
- Questions and (hopefully) answers!

What's your English level?

- Upper-Intermediate / Advanced / Pretty fluent?
- Native speaker / Mother tongue / Second language?
- B2 CEF?
- IELTS 8.5?



- Vietnam is a top-ten country for IELTS
- c.100,000 exams taken each year
 - Graduation from High School
 - Entry to universities here and abroad
 - Requirement to graduate from many university courses in Vietnam
 - Job seeking and Career advancement
 - Access to training public and private organisations

A familiar situation?

We have the results of your placement test. Well done..., you are a B1.2 and can study on our Intermediate B course.



Er...thanks. That's nice...but what band is that in IELTS, teacher?





- 80+ years of experience creating Educational Opportunities
- 25+ years in Vietnam
- Early Years, Primary & Lower Secondary
- Upper Secondary
- Adults

Secondary Plus

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Secondary Plus

The core material of each module is an eightpage magazine; main sections:

OUR WORLD

Get information, discuss opinions and learn vocabulary about the topic



STUDY SKILLS

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STUDY SKILLS

MY STORY

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- Accelerate experiment a particular term term term bed Reported instances?

B READING

Secondary Plus

2. PHEPARE TO HEAD

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3. HEAD A LETTER TO A NEWSPAPER

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LETTERS to the editor

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Upper Secondary Syllabus

Academic Skills



Exam Skills





Upper Secondary Assessment



Secondary Plus

MY LEARNING: You are what you eat

| Project: Create a petition about a food relate | Create a petition about a food related issue in your school or community. | | | | | | |
|--|---|--|--|--|--|--|--|
| Success criteria | | | | | | | |
| Writing skills X ✓ Speaking skills | | | | | | | |
| I wrote a short title for my petition. | | I used persuasive language to encourage my classmates to sign my petition. | | | | | |
| I used persuasive language, including imperatives, strong adjectives and adverbs. | | I summarised my idea at the beginning of the presentation. | | | | | |
| I used facts to support my views. | | I supported my views with facts. | | | | | |
| I separated each point with paragraphs or bullet points. | | I used modal verbs to help express my views. | | | | | |
| | | I used sentence stress to emphasise my opinions. | | | | | |
| Core skills | Core skills | | | | | | |
| I developed my research skills. | | | | | | | |
| I collaborated well with my group to plan our presentation. | | | | | | | |
| I developed my understanding of the importance of playing | g an act | ive part in society and being a responsible citizen. | | | | | |



Upper Secondary Assessment

1 = completed the task(s), but on a basic level and didn't achieve all the objectives.

TEACHER EVALUATION GRID: My project

Module:



Secondary Plus

Class:

MY LEARNING: You are what you eat

| Project: Create a petition about a food relate | d issue | e in your school or community. | |
|--|----------|---|----|
| | Succes | sscriteria | |
| Writing skills | X√ | Speaking skills | хv |
| I wrote a short title for my petition. | | I used persuasive language to encourage my classmates to sign my petition. | |
| I used persuasive language, including imperatives, strong adjectives and adverbs. | | I summarised my idea at the beginning of the presentation. | |
| I used facts to support my views. | | I supported my views with facts. | |
| I separated each point with paragraphs or bullet points. | | I used modal verbs to help express my views. | |
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| Core skills | | | x√ |
| I developed my research skills. | | | |
| I collaborated well with my group to plan our presentation | ι | | |
| I developed my understanding of the importance of playin | g an act | ive part in society and being a responsible citizen. | |
| | | | - |

| | | FOCUSSED SKILLS | | | | | | |
|------------|-------------------------------|-----------------|--|--|--|--|--|--------|
| | Agreed learning objectives -> | | | | | | | OVERAL |
| | Students' names 🗣 🔹 Notes 😫 | | | | | | | |
| 1. | | | | | | | | |
| 2. | | | | | | | | |
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| 3. | | | | | | | | - |

But it's not enough in Vietnam!

Well done in your assessments! You are doing really well and have B+ in most of them this term.



Er...thanks. That's nice...but what does that mean in IELTS, teacher?

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50/50

| А | В | c | D | F |
|-------|--|--|---|----------------------|
| | Book | Unit Coverage | 5 | L |
| PA-T1 | Sec+ | | | |
| | New Insight into IELTS | Selected skills and lessons as below | | |
| | | | TEACHER ASSESSED | |
| | Suggested content coverage and pacing | please be sure to cover all assessment tasks) | PEER / SELF-ASSESSED | |
| Week | | Lesson 2 | Assessments | Homework suggestions |
| 1 | Writing 1: Task 1 p107-110 Comparing and grouping information | Writing 1: Task 1 cont. | | |
| 2 | Writing 2: Task 2 p127-130 Ideas into arguments | Writing 3: Linking your ideas p131-134 Linking / complex sentences | | Prep for writing |
| 3 | IELTS Writing Task 1 and 2 assessment | Sec+ | 01. IELTS Writing Test 1 | My Practice |
| 4 | Sec+ | Sec+ | | Prep for project |
| 5 | Sec+ | Sec+ | 02. SEC+ Assessed Project | My learning |
| 6 | Listening 1: Identifying main ideas p21-23 Short answer / multiple choice | Listening 2: Beyond surface meaning p25-27 Matcing / classification | | Practice listening |
| 7 | Reading 1: Scanning and skimming p43-46 Short answers | Reading 2: Identifying main and supporting ideas p48-53 Note completion | | Practice reading |
| 8 | IELTS Reading Test IELTS Listening Test | Sec+ | 03. IELTS Reading Practice Test 04. IELTS Listening Test | My Practice |
| 9 | Sec+ | Sec+ | | Prep for project |

Term 1: Upper-Intermediate Speaking Assessment 2

Name:

Teacher:

Prepare key discussion points and follow-up questions for the IELTS Speaking Part 3 type questions below.

Task 1

Are people in your country happier now than they were in the past? Why / why not?

What are some of the challenges that young people in your country face? Where can they get support?

Is the pursuit of career success and wealth a good life goal, or should more time be spent on helping young people develop skills necessary to deal with failure?

TEACHER NOTES

Assessment rubric

Provide a score for **all 4 criteria**. Give an average <u>overall score</u> based on these. You can use the rubric on page 2 of this document to help you select grades A-E.

- A = Performance exceeds expectations for this level
- B = Strong performance against expectations
- C = Performance meets expectations for this level
- D = Support required to meet expectations
- E = Performance does not meet expectations

| UI | SPEAKING | | | |
|----|---|---|---|---|
| | Task and fluency | Vocabulary | Grammar | Pronunciation |
| | Main ideas relevant and supported. Speaks at length without noticeable effort or loss of | Range of vocabulary allows some flexibility and precision. Uses less common lexical items with some awareness of style and collocation. | Us as a variety of complex structures. Error-free sentences | Can be understood without effort |
| A | coherence. May be some language-related hes itation at times, or some repetition and/or self-correction. Us es a range of dis course markers with ease and accuracy. | May be occasional errors in word choice, spelling and/or word formation. Extensive accurate and appropriate use of relevant vocabulary from unit of study and beyond. | are common. Extensive accurate and appropriate use of relevant grammar and structures from the unit of study and beyond. | |
| в | Main ideas relevant and generally supported, although supporting information may be limited / less relevant. Can speak at length but occasional repetition, self- correction or hesitation might affect coherence. Us es a range of dis course markers but not always appropriately. | Range of vocabulary adequate to complete task. Tries to use less common vocabulary but with some inaccuracy. Some errors in spelling and/α word formation, but they do not impede communication. Some accurate and appropriate us e of relevant vocabulary form unit of study and beyond. | Mix of simple and complex sentence forms. Some errors in grammar and punctuation but they rarely reduce communication. Some accurate and appropriate use of relevant grammar and structures from unit of study and beyond. | Can be understood without much effort. Some ability to replicate natural stress and intonation patterns but this might not be sustained. May mispronounce individual words frequently but this does not prevent clear communication of mes sage. |
| | | Range of vocabulary more or less | | |

Rubrics are for **internal use only** and are designed to support teachers in identifying key strengths and weaknesses in learner productive skills, and to support increased standardization when allocating



- myFoundation (A1)
- myClass (Work, Study, Live)
 - Elementary (A1-A2)
 - Pre-Intermediate (A2-B1)
 - Intermediate (B1)
 - Upper-Intermediate (B2)
- IELTS Preparation (B2+)



New! IELTS Premium

- Diagnostic Consultation & Study Plan
- 90 hours F2F learning
 Up to 72 hours of IELTS lessons
- 150 hours of online learning
- IELTS Writing service
- Mid-course and End-of-course Tutorials



New! IELTS Premium

- Diagnostic Consultation & Study Plan
- Feedback on IELTS Speaking in tutorials with IELTS Experts
- Feedback on IELTS Writing via homework submission
- Self-Assessment in class and online for Reading and Listening



IELTS COACH DIAGNOSTIC TEST: INTERVIEWER

Hello. May I ask your name, please?

Part 1 (2 minutes max): Choose one or two questions from the following.

- What do you do?
- What do you like about your job? Why? or
- What do you like about your studies? Why?

Let's talk a bit about IELTS ...

- When are you planning to take the test?
- Why do you need IELTS? What scores do you need?
- Have you taken it before?
- Was it easy or difficult? Why? Or
- Do you think it is going to be easy?

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IELTS COACH CONSULTATION FORM

Writing Task: Highlight here the closest descriptors:

Disclaimer: Note that this evaluation is not an official IELTS Band Score, is based on an adapted test procedure, and is approximate. The rules prohibit us from giving an IELTS Band Score.

IELTS

WRITING TASK 2: Band Descriptors (public version)

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100101

Part 2 (4 minutes max: 1 min instructions, 1 min preparation, 2 minutes

Now, I'd like you to speak for one to two minutes about the topic of English.

Describe your experience of learning English and how it is important to you:

You should say:

When you started learning English

Speaking: Highlight here the closest descriptors:

| l | ELTS | SPEAKING: Band Descri | ptors (public version) | |
|---|---|---|--|---|
| | Planisy and saference | Sadial meansion | Charametical range and accuracy | Providentian |
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IELTS COACH WRITING PRACTICE

YOUR ASSESSMENT



IELTS COACH WRITING PRACTICE

SELF-STUDY TASK

To be copied and pasted into the essay and completed by the mar your ASSESSMENT

To be copied and pasted into the essay and completed by the marker. + OVERALL COMMENTS and SUGGESTIONS COMMENTS and SU(OVERALL Task Response/Task Achievement: The task is addressed in full and well-developed. Task Achievement / Response vement: The task is addressed, but not fully developed. Choose an item. The task is addressed partially. The task is not addressed. Coherence and Cohesion The response is logically organized. Cohesive devices are used effectively. Coherence and Cohesion The response has some issues with organisation, but Choose an item. the cohesive devices are used effectively. The response is organised logically, but the cohesive devices are not always used effectively. The response is not organised logically. Cohesive devices are not used effectively. Lexical Resource Lexical Resource Vocabulary is used flexibly, accurately and Choose an item. effectively. There is some flexibility and range. There are inaccuracies and some unnatural use of vocabulary. The range allows the writer to deal with the task. but the range does not allow flexibility. There are Grammatical Range and Accuracy some errors in word choice and spelling. There is evident lack of appropriate vocabulary to Choose an item. deal with the task. Vocabulary is often used Choose an item. inaccurately. Grammatical Range and Accuracy 1012IWGL Writing Practice Test A range of appropriate complex structures is used



- IELTS preparation and practice now 50% of Upper Secondary courses (Pre-Int and above).
 Some assessed tasks mimic IELTS tasks and use IELTS influenced criteria.
- Adults can opt for a blended IELTS programme of flexible learning and with expert advice.
 All skills are assessed with reference to IELTS criteria (S&W) or marking systems (L&R).



- So, what does this mean for our teachers?
 - From vague notions of Elementary, Intermediate and Advanced
 - through to the CEF levels
 - through to IELTS Academic ratings



"Taylor (2009: 21) states that: 'There can be no doubt that testing and assessment are growing in importance and influence around the world today.' She identified two reasons for this growth. The first is globalisation, which leads to a desire to align assessment frameworks with internationally accepted standards. The second is the increasing reliance on test scores in education, the workplace and, perhaps most controversially, in migration and citizenship practice."

Sheenan & Munro, 2017 **ELT Research Papers 17.08**: © **British Council 2017** Design /G239 10 Spring Gardens London SW1A 2BN, UK



BUT,...

"Testing and assessment is an under-taught area in many EFL teacher training programmes and, as a result, many teachers have received little or no training in the subject (Taylor, 2009). However, testing and assessment have become an increasingly important part of classroom practice. The impact of globalisation is felt keenly in the world of language teaching, and English has never been more popular than it is now."

-ibid



Assessment Literacy

- Steps taken:
 - Encouraging our teachers to take official IELTS Speaking examiner training
 - Unofficial IELTS Writing assessment training
 - British Council's own IELTS training 6.5 hours of self-access and reflective learning
 - The frequent use of IELTS Public Descriptors
 - Regular INSETT geared towards IELTS and IELTS teaching
 - Training up a core of IELTS experts in, for example, marking IELTS Writing tasks.



We increasingly find it important to...

- ...acknowledge the need of learners to understand their level of English with reference to IELTS – even if it is not designed to infer performance in criteria directly relevant to them
- ...take the opportunity to provide meaningful feedback on progress and performance with certain groups of learners for whom this criteria is meaningful, and add to it other feedback for their language development too
- ...provide clear tools for teachers to work with and support their standardisation in applying those criteria
- ...take this opportunity to help teachers develop their assessment literacy in an important area (IELTS and EAP) so that they are supported in both their teaching and in their career.

A future situation?

We have the results of your placement tests. Well done everyone..., you are a B1.2 and can study on our Primary Tigers course.



That's nice...but what band is that in "IELTS Junior", teacher?





- IELTS washback can be positive for course design and for the associated assessment of learning

 if that is what the learners both need and want.
- IELTS washback can support the development of both teaching and learning
 - if attention to broader language and skill development is not lost
 - if we teach to the construct, as well as the test



Q & A

- Thank you for listening!
- Any questions?



STATEMENT OF APPROACH TO ENGLISH LANGUAGE TEACHING – SECONDARY PLUS

This is our statement of approach to English Language Teaching for secondary students aged 11–17. The statement defines the elements of secondary practice that make up effective teaching and effective learning.

| IN BRITISH COUNCIL CLASSROOMS, LEARNERS THRIVE IN THEIR LANGUAGE LEARNING BECAUSE TEACHERS | IN SECONDARY CLASSROOMS, TEACHERS |
|--|--|
| set and negotiate realistic goals with and for their learners. | give appropriate support and guidance to achieve learning goals. Learning goals are shared with students and parents; they include language skills and core skills for learning to equip students for the future. Each module works towards a final task-based project so students know where their work is leading and see a clear purpose for it. |
| inform learners of the aims and purpose of learning activities. | make learning meaningful and relevant by informing students of the learning aims and purpose of tasks and activities so they understand what they are going to do and what they are going to learn. |
| create a positive and inclusive learning environment where learners learn with and from each other and feel confident using English in the classroom. | help students become confident users of English, and develop good pronunciation and a wider vocabulary. Each student is treated as an individual and listened to and respected. Students are also encouraged to listen to each other and to support and respect each other. |
| make lessons engaging, personally relevant and appropriately challenging. | select and adapt materials and activities according to students' interests and needs. Topics and tasks allow students to relate their learning to their own experience and opinions. Tasks are adjusted to cater for different levels of language ability; lesson topics are interesting and engaging to get students thinking and speaking. Project-based tasks reflect real-life situations so language arises naturally to create genuine need. |
| help learners develop intercultural awareness and understanding. | introduce topics and activities which help students develop their awareness of themselves and their lives, of others, of other cultures and of the world around them. |
| help learners develop a positive and persevering attitude towards their English language learning. | provide students with a positive experience of learning so they enjoy challenge and high achievement. Help students take responsibility for their own learning by showing them how to be accountable for what and how they learn. |
| use a variety of resources and technologies to meet their learners' needs. | use a wide range of multimodal resources, such as IWB, images, a variety of written and listening text types, digital and video content, student-generated content |
| help learners identify the strategies that suit them best to become successful and autonomous language learners. | structure lessons so that students become independent learners and build their confidence. The tasks support critical thinking, creativity and learning how to learn skills. Throughout each module students are encouraged to review their learning, assess their own performance and decide what they need to do to improve. They are encouraged to research tasks at home to prepare for subsequent lessons. |
| use assessment to promote and measure learning. | use assessment for learning and assessment of learning to respond to students' learning needs. Students self- and peer-assess their learning against agreed criteria to identify what they have done well and what they need to work on next. |
| give timely and constructive feedback on learning and progress. | use constructive praise and encouragement to help students make improvements. Assessment focuses on what the students can do and on what they have achieved. Teachers report to parents on a regular basis and encourage parental involvement in their child's learning. |
| encourage learners to reflect systematically and regularly upon their learning and progress. | help students review their learning throughout the lesson and to reflect on what they have learnt, how well they did and what they found easy or difficult; students are helped to identify what they can do to make further progress. The Secondary Plus magazine format creates anticipation, interest and ownership as students build up and personalise their own collection to provide a record of their learning. |



Secondary Assessment

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