

# Assessment literacy training for English language teachers in Vietnam to match the new English curriculum

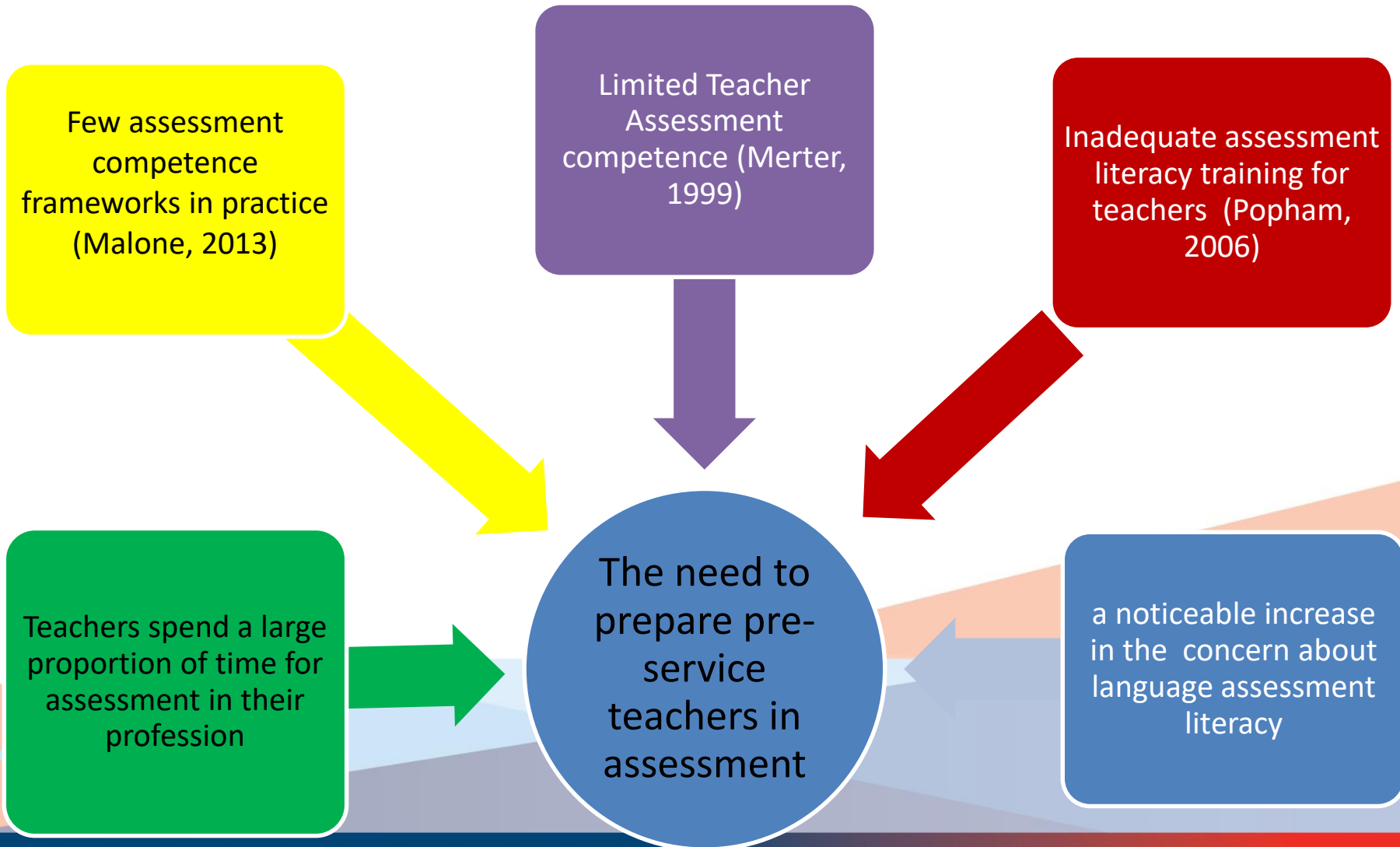
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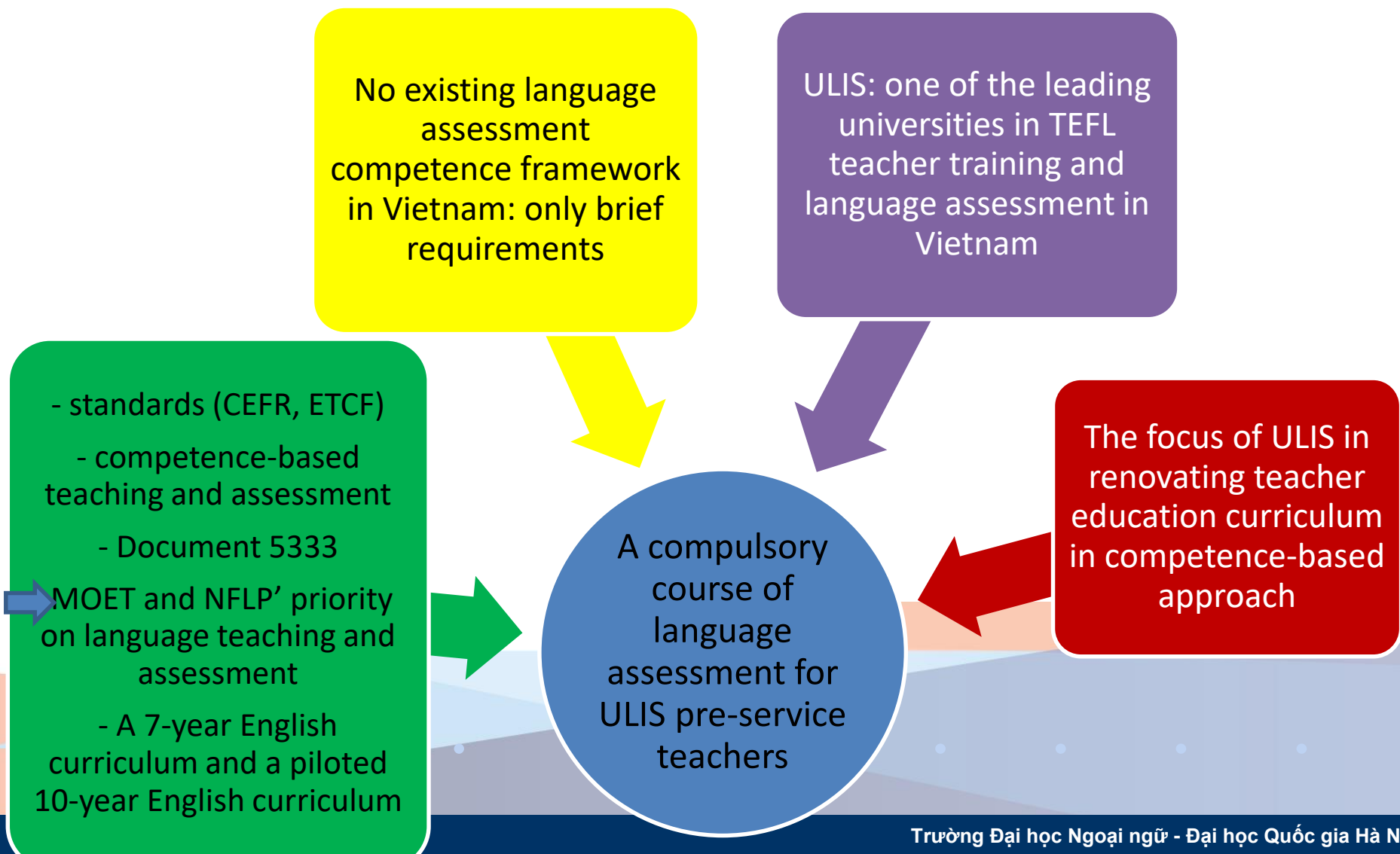
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# 1.1.Global contexts by 2015



# 1.1. Vietnamese contexts by 2015



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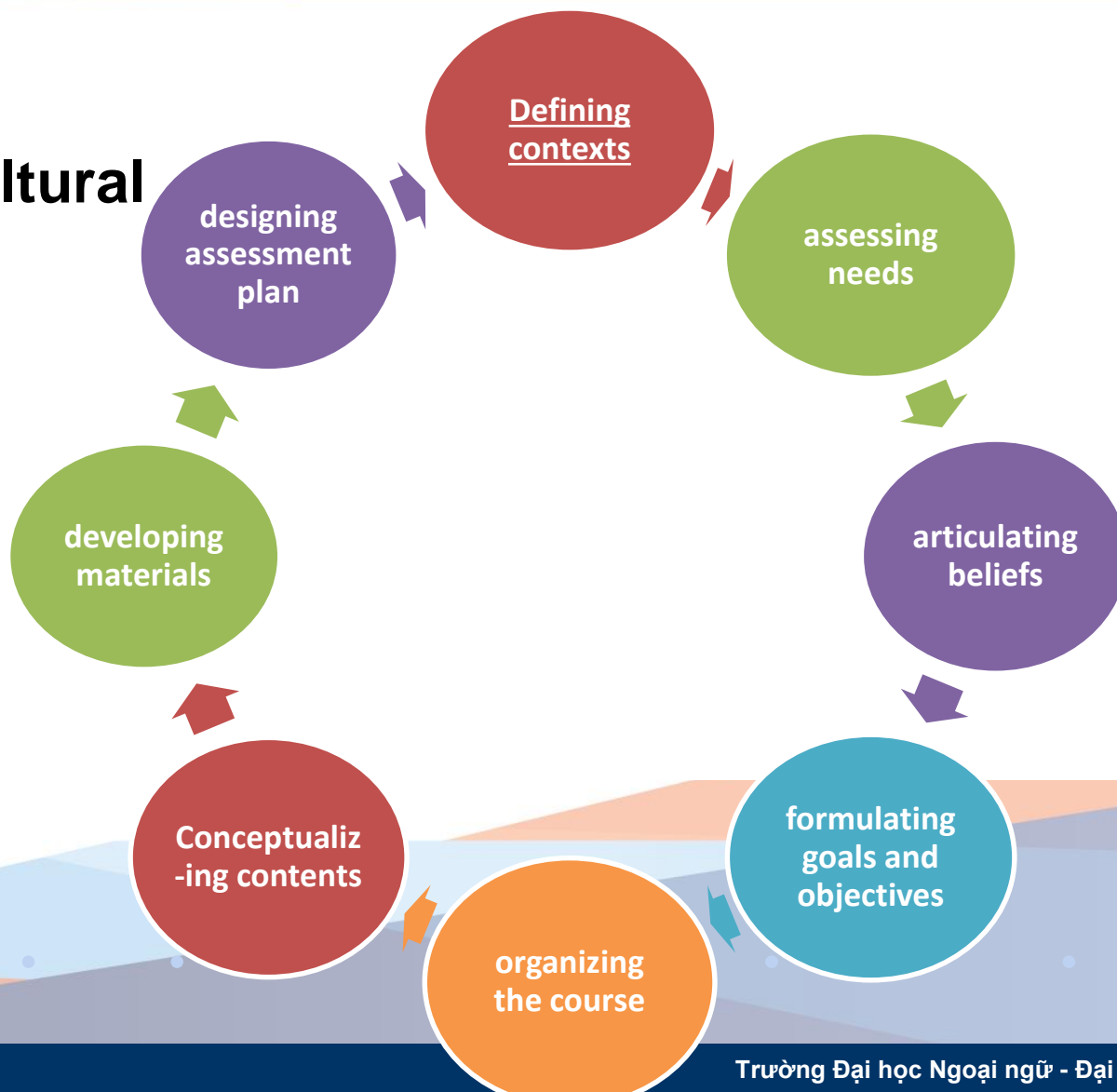
## 2. Theoretical backgrounds

2.1. Course designing approach

2.2. Conceptualizing assessment literacy

## 2.1. Approach in course designing (Graves, 2000)

**A backward  
and sociocultural  
course  
designing  
approach**



## 2.2 Assessment literacy definitions

an understanding of the principles of sound assessment to appropriately integrate assessment with instruction and to utilize appropriate forms of teaching (Stiggins, 2002; McMillan, 2000)

The recognition of good assessment practices, understanding assessment methods, reporting assessment results, and integrating assessment and learning (Mertler, 2004)

a familiarity with testing practices, the use of assessment methods, the explanation and analysis of collected results, the decision making and use of assessment results for teaching (Boyle, 2005)

a bank of competences that permit the owners to judge, create and analyze tests (Pill & Harding, 2013)



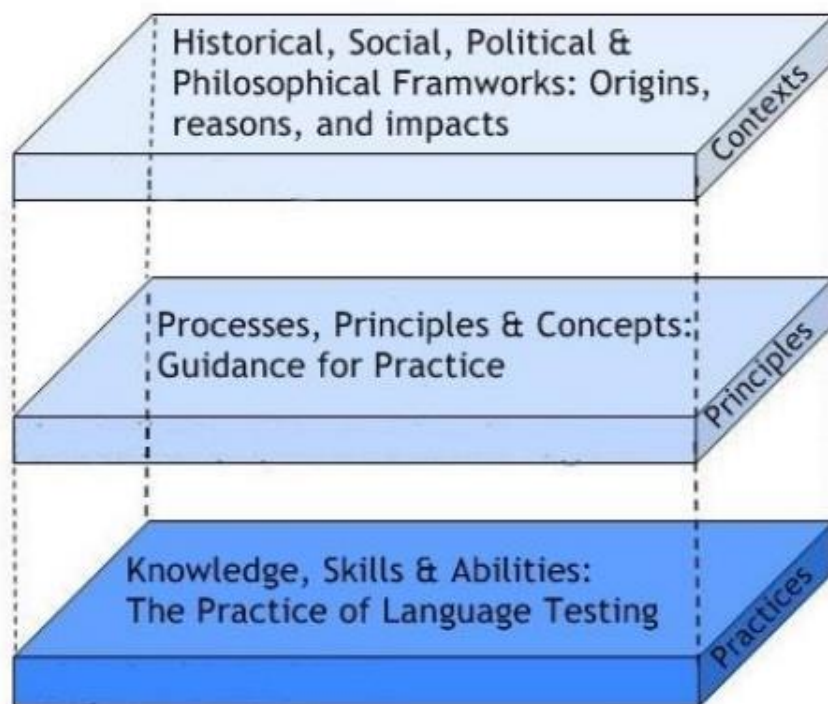
# Assessment literacy definitions

including the knowledge, skills, and also the principles of conducting assessment appropriately. (Davies, 2008; Taylor, 2009)

three dimensions of knowledge type: practice, principle and contexts (Fulcher, 2012)

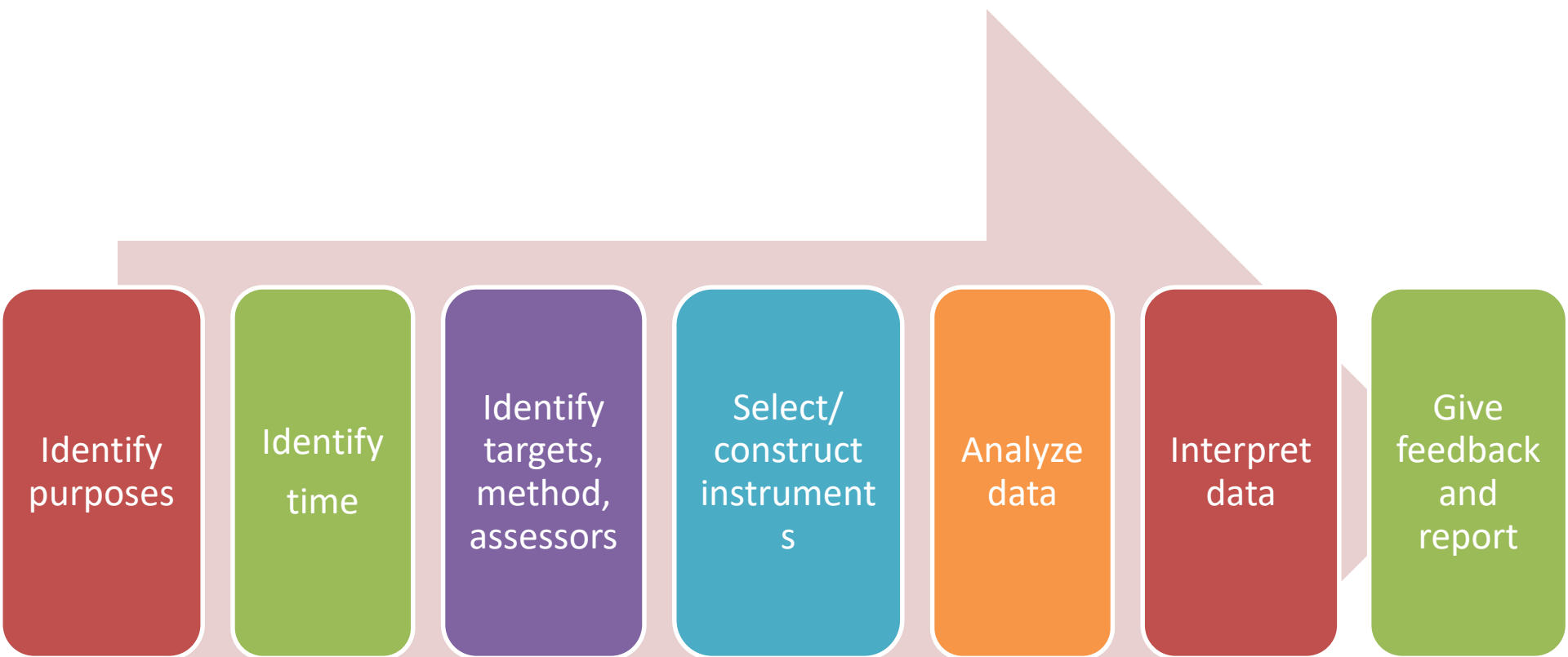
- Fulcher (2012)

Figure 1. An expanded definition of assessment literacy



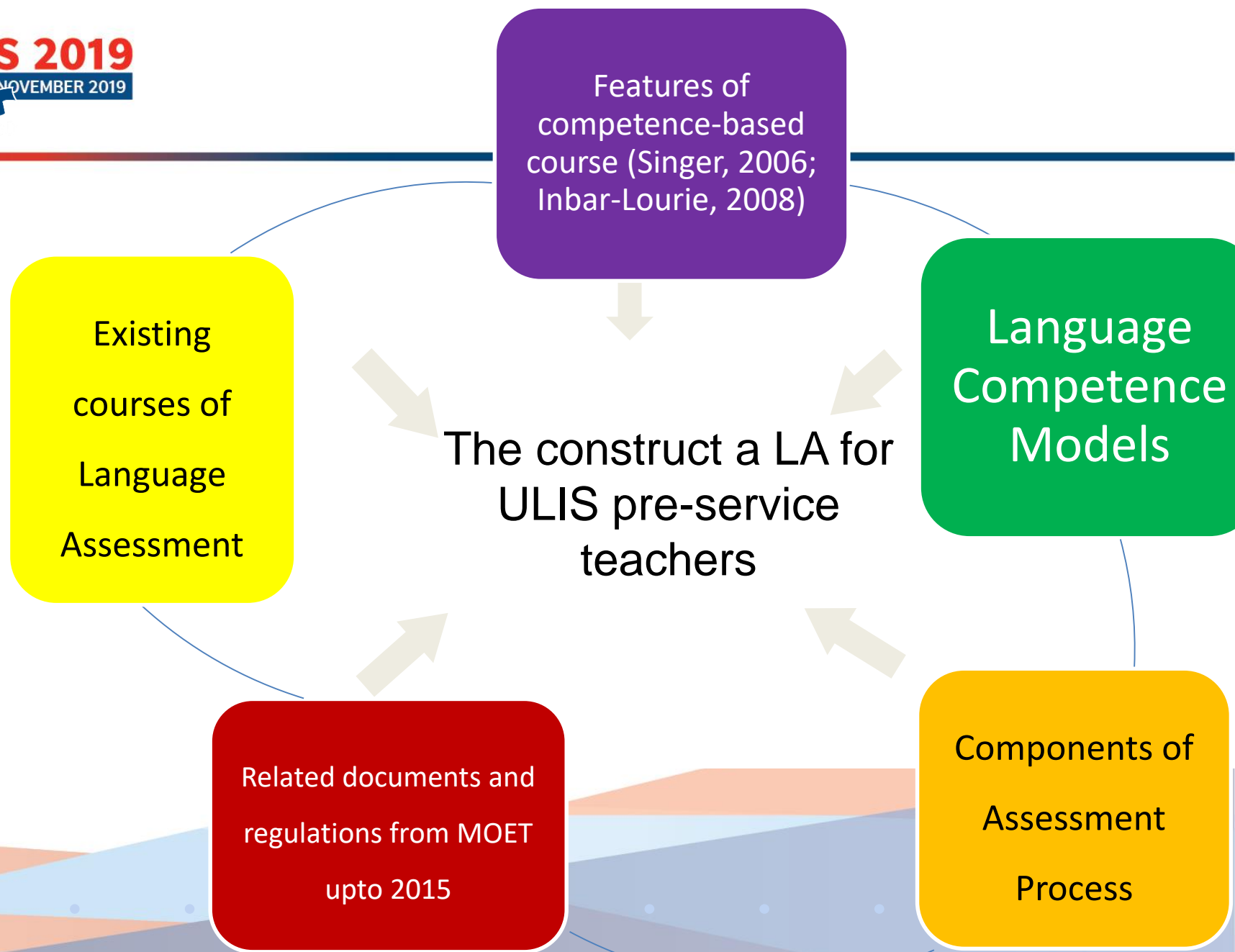
**The need to take contexts into considerations in training teachers on assessment**

# Assessment process



## Our definition of language assessment literacy/competence

“ the integration of knowledge about the language, theoretical and practical knowledge of assessment, skills and dispositions in order to conduct language assessment tasks in the context of language teaching in Vietnam”



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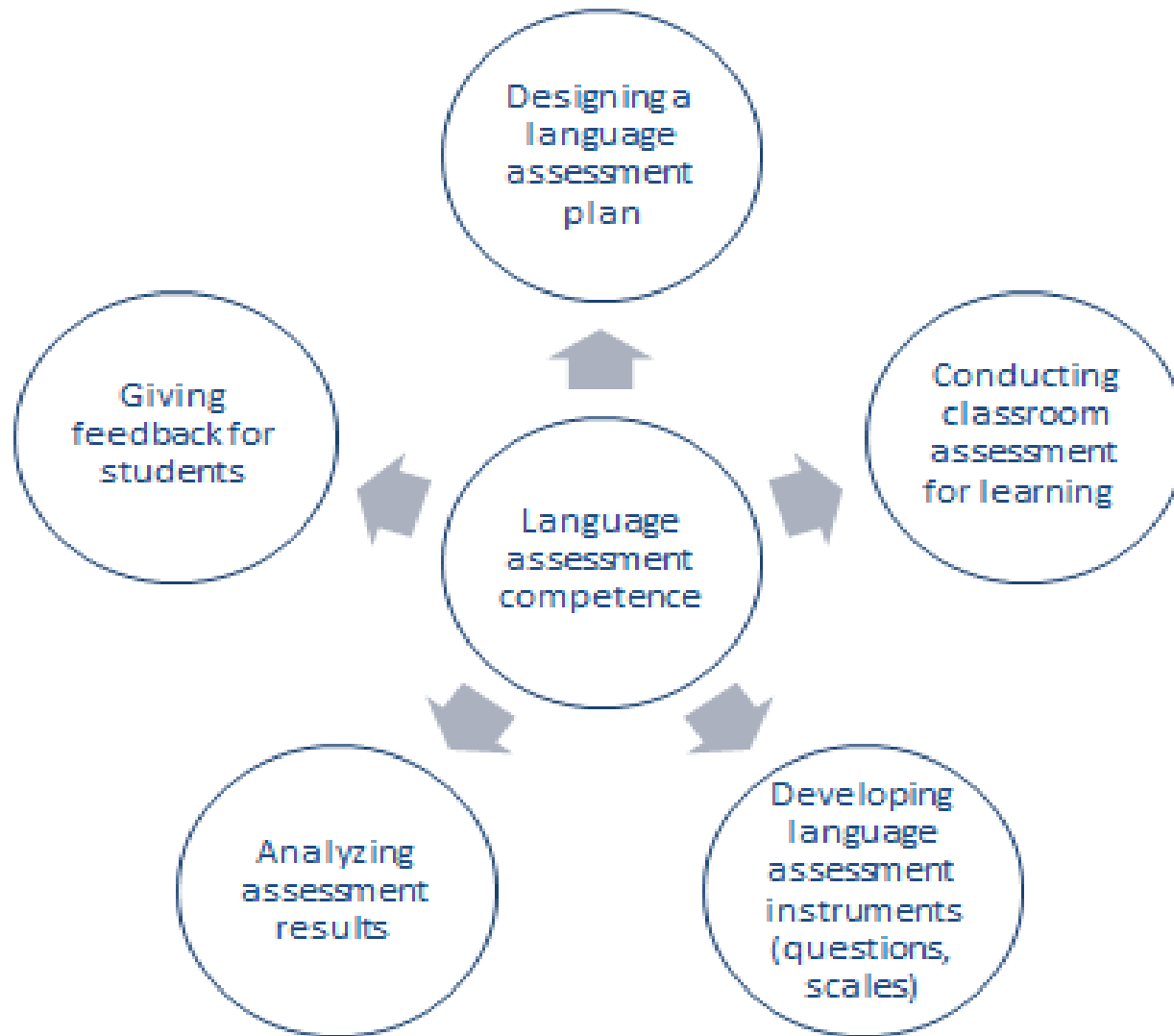
## Pre-service teachers of English at ULIS

- 21 years old
- Proficiency: C1 CEFR, level 5 VSTEP or 7 IELTS
- 2 years of language skill training, 1 year of English language methodology training and practices
- LA course: first semester of the final year, before graduation

# Language assessment course version 1: The influence of global contexts and trends.



The construct of language assessment literacy is based on all the steps/major tasks in the language assessment process



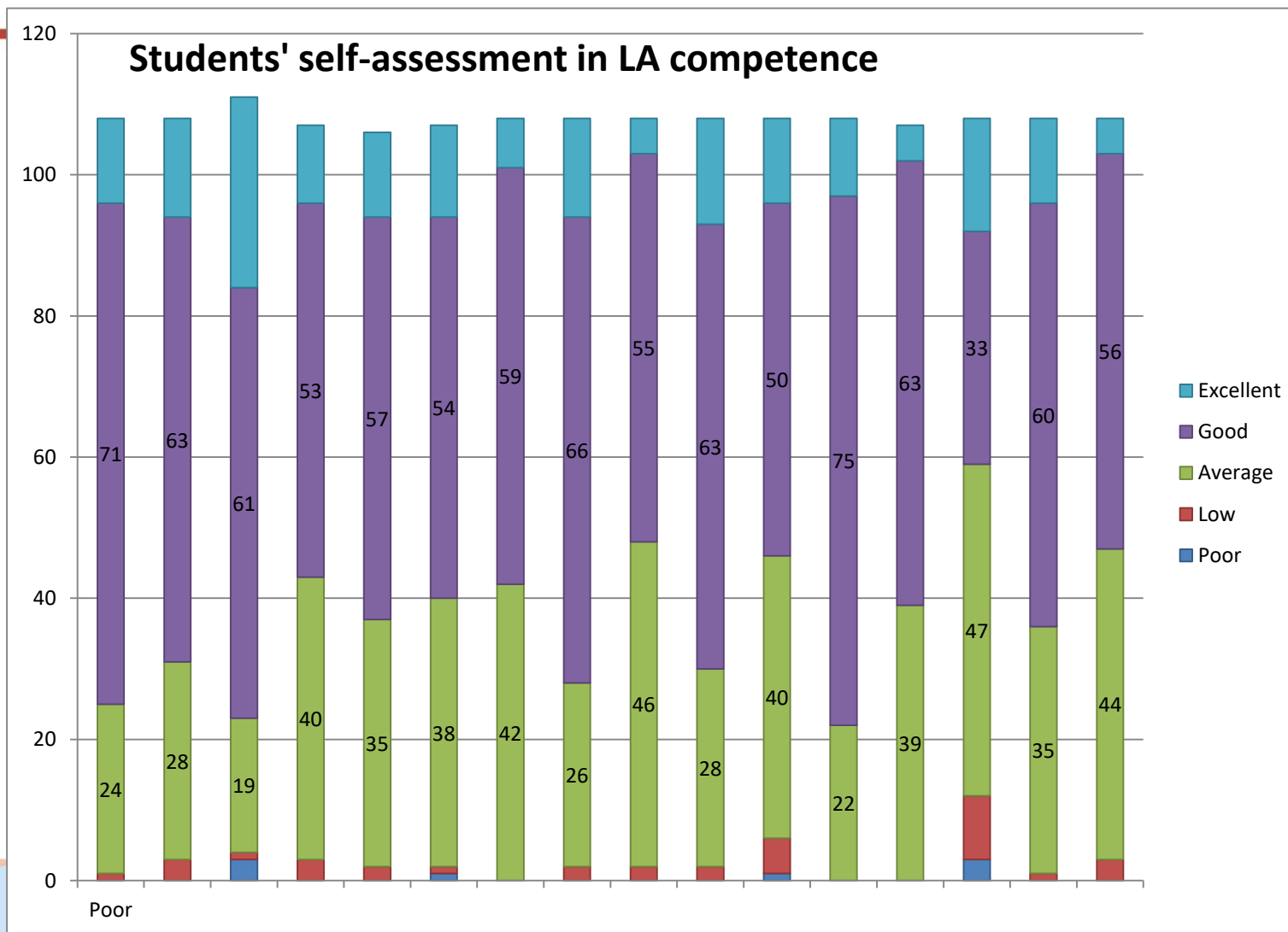
## The assessment plan: two assignments + quizzes

1. Assignment 1: a presentation to evaluate a given authentic final test of English for 10<sup>th</sup> graders in Vietnam against the ministerial requirement for high-school tests.
2. Assignment 2: an evaluative essay to evaluate an authentic English assessment plan also for 10th graders in 1500-words. (The plan does not exist in real life so course designers had to compose one from a school: targets, methods, instruments, etc.)

# Students' attainment of course targets

## Rating-scale Rasch model analysis of assessment plan evaluation assignment

Item	ESTIMATE	ERROR^	MNSQ	CI
Assessment Procedure	0.176	0.083	0.9	( 0.81, 1.19)
Assessment purposes	0.073	0.084	1.04	( 0.80, 1.20)
Assessment targets	-0.544	0.09	1.13	( 0.77, 1.23)
Assessment methods	<b>-1.113</b>	0.097	1.14	( 0.72, 1.28)
Assessment instruments	0.005	0.084	0.82	( 0.80, 1.20)
Validity	0.55	0.081	<b>0.74</b>	( 0.81, 1.19)
Reliability	0.64	0.081	1.02	( 0.81, 1.19)
Authenticity	<b>0.775</b>	0.081	1.52	( 0.81, 1.19)



# Student's self-assessment

Criteria	N	Mean	SD
1. Understanding the LA process	108	3.87	.597
2. Understanding the bases/steps to conduct a classroom assessment plan to foster students' learning	108	3.81	.686
3. Identifying purposes	108	4.12	.806
4. Evaluating targets	108	3.72	.863
5. Applying assessment targets	106	3.75	.677
6. Comprehending the relationship between assessment and instruction	108	3.77	.882
7. Using learner-centred LA methods	108	3.68	.593
8. Understanding errors and the methods to prevent them	108	3.85	.653
<u>9. Making inferences on students' language competence</u>	<u>108</u>	<u>3.58</u>	<u>.613</u>
10. Distinguish LA instruments	108	3.84	.672
11. Design targets for assessment instruments	108	3.62	.782
12. Evaluating LA instruments	108	3.90	.546
13. Developing/ selecting LA instruments	107	3.68	.560
14. Performing basic descriptive statistical analysis on test results	108	<b>3.46</b>	<b>.942</b>
15. Providing feedback	108	3.77	.650
16. Designing teaching strategies	108	3.58	.628

## Summary of results and feedback for Language Assessment Course Version 1

- Pre-service teachers can attain most of the course targets, but are less capable in certain targets:
  - Evaluating language assessment targets in a given test without a clear specifications
  - Evaluating the quality of an assessment plan and having problem with the module on qualities of assessment
- The **reading texts** from original journal articles and books in language assessment are **too long** and **complicated** for pre-service teachers of English in an EFL country

- 5 TESOL lecturers with 1-4 years of teaching experience in LA for the group of students
- **Demanding** course targets for LA literacy/competence
  - Designing and evaluating assessment plan
- **Inauthentic** targets:
  - LA result analysis is not familiar or included in the description of high school teaching job in Vietnam.
- **Overworkload** of assignment scoring to collect evidence
- **Challenging and not-quite-relevant** materials
  - Full-text journal articles and book chapters on educational measurement.

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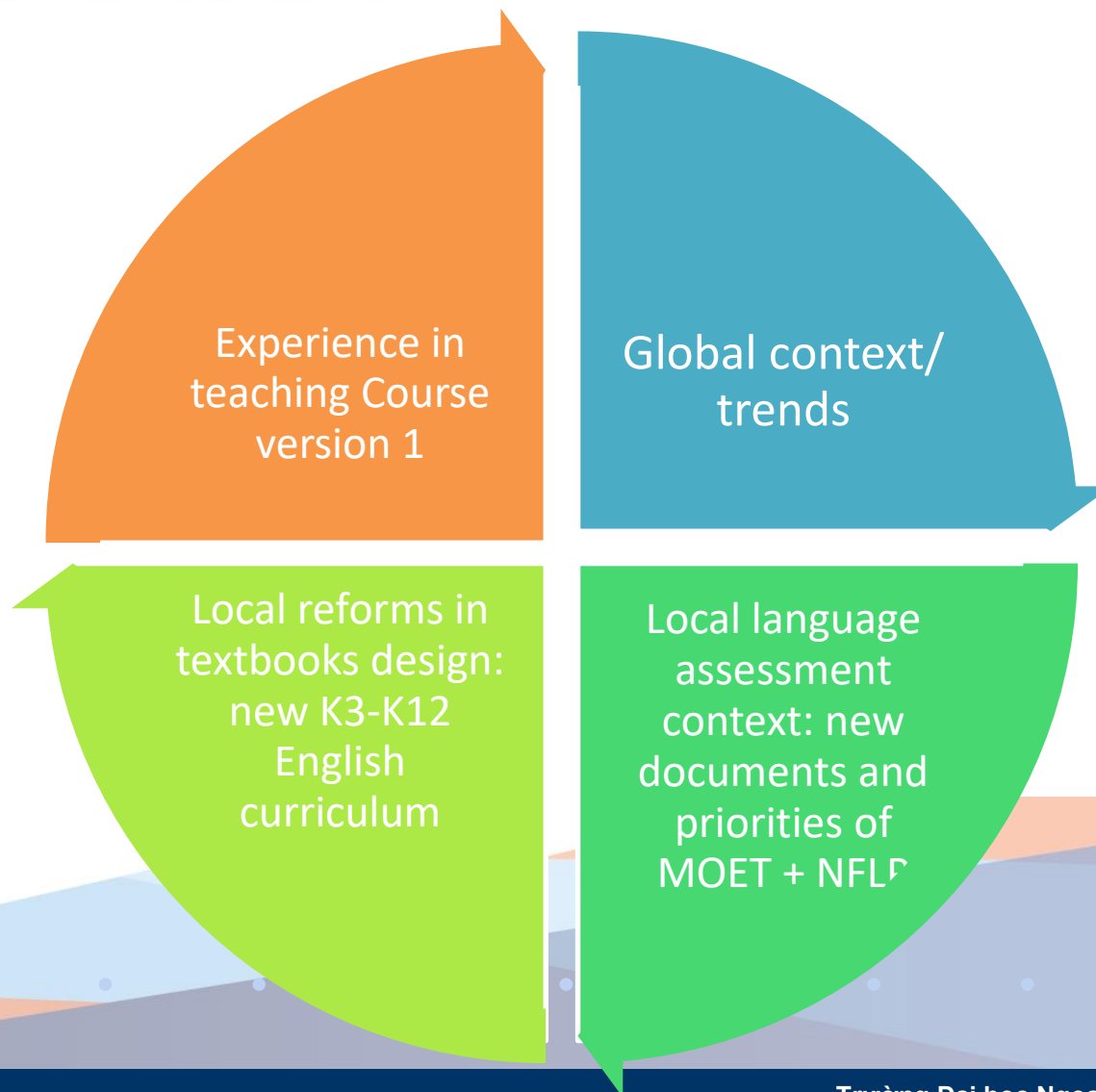
**Course version 2 and Implications**



# Language assessment course Version 2: the **glocalization** of LA literacy.

- Teachers are learners in the classrooms, so it is possible and advisable to shape teacher learning as **socially** mediated activities (Fagan, 2008)
- The “society” closest to teachers, with most power to them, should be included/ demonstrated in teacher education

# Which contextual information should we base on?



# Contexts after 2015

The issue of localizing assessment literacy to address the reforms of language teaching and assessment in varied countries

New English curriculum contents:  
communicative approach

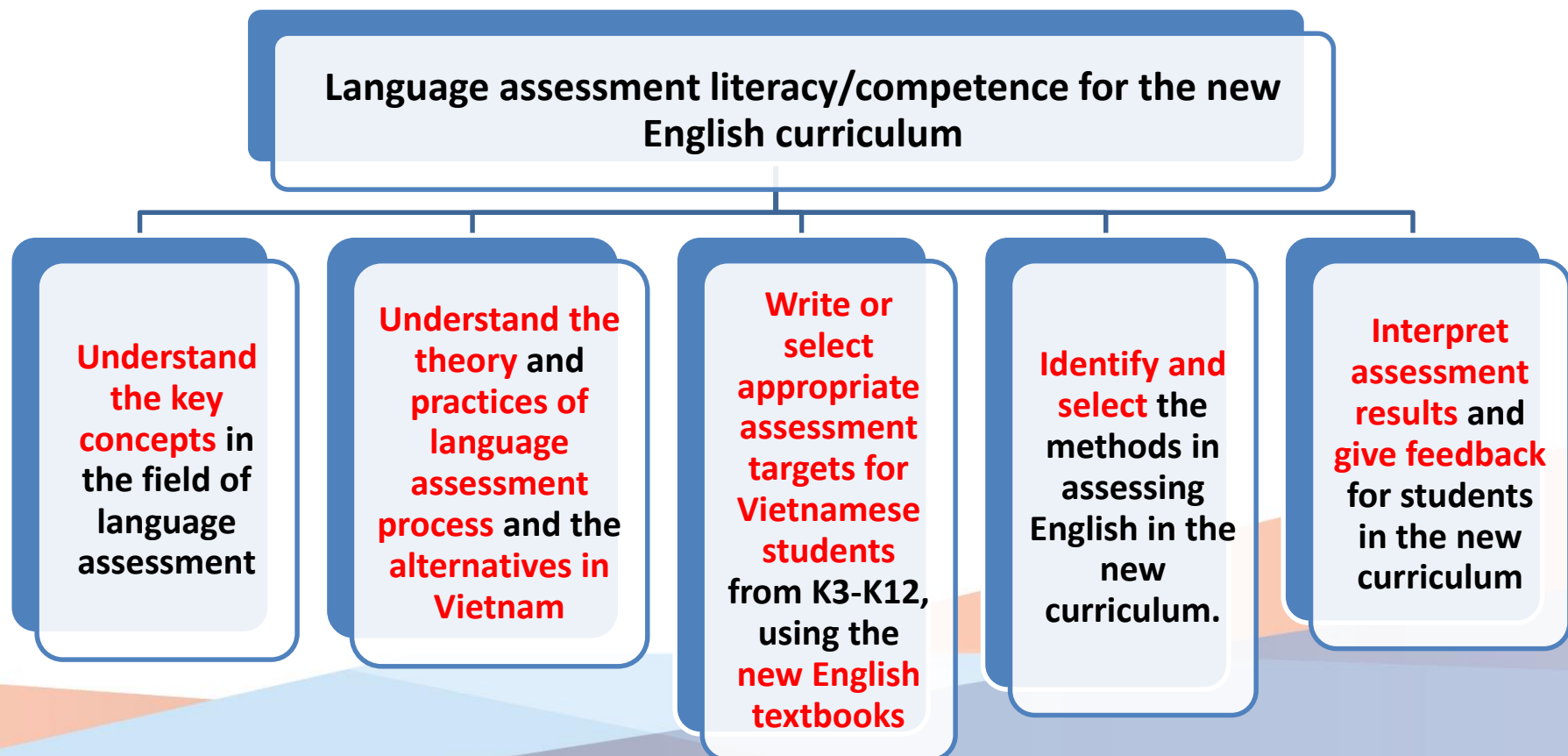
New requirements on test formats for K5-K9-  
K12

General assessment guidelines in the new  
English curriculum: Very little instruction on  
how to conduct assessment process



Glocalizing language assessment literacy

## 5.1. Globalizing the course targets



## 5.2.Modifying and localizing course contents

1	Introducing key terms in language assessment
2	The language assessment process and general targets
3	Language assessment targets in theory and in practices in Vietnam
4	Assessment methods and tasks
5	Assessing vocabulary: the what and the how
6	Assessing grammar: the what and the how
7	Assessing reading: the what and the how
8	Assessing listening: the what and the how
9	Assessing writing: the what and the how
10	Assessing speaking: the what and the how Peer and self assessment in speaking
11	Qualities of language assessment:and practical ways to improve the quality of language assessment
12	Frameworks in score interpretation - Interpret scores and give feedback

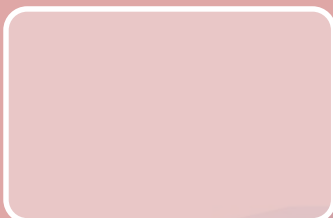
## 5.3. Localizing the assessment plan



2 selected-response quizzes



1 group assignment on assessment method selection and justification, based on one of 6 provided authentic assessment scenarios



1 assignment on evaluating a real high school test for the four English skills, vocabulary and grammar

## 5.4. Localizing practice activities

- Add/revise all the performance-based practices after each module to be in the context of teaching the new English textbooks

**Evaluate the following sets of targets for 10th graders using the new English textbooks in Vietnam according to the criteria you have learnt. Explain your evaluation specifically.**

Set 1: Grade 10 – Topic: Urbanisation

VOCABULARY

Words and phrases related to urbanisation and its features

GRAMMAR

The subjunctive in that-clauses after certain verbs and expressions

SKILLS

- Reading for specific information in an article about urbanisation and its causes
- Discussing key features of urbanisation and expressing opinions about a preferable place of living
- Listening for general ideas and specific information in a discussion about the advantages and disadvantages of urbanisation
- Describing a line graph about the rate of urbanization



- Provide the current situations/ illustration in Vietnam in all the modules and discuss solutions if necessary
  - Module 2: the differences between the process of conducting LA in theory and in different levels of schools in Vietnam
  - Module 3: introduce the CEFR Vietnam, give examples of poor language assessment targets in the English textbooks (old and new)

## 5.4. Preparing simpler and more supportive course materials

- All **materials** used in the books are **adjusted** to be at **B1-B2 level of language complexity** and shortened to be less than 5 pages for one module to facilitate pre-service teachers' learning.

# Pre-service teachers localizing their LA practices



# Online version of the course for teachers in Vietnam

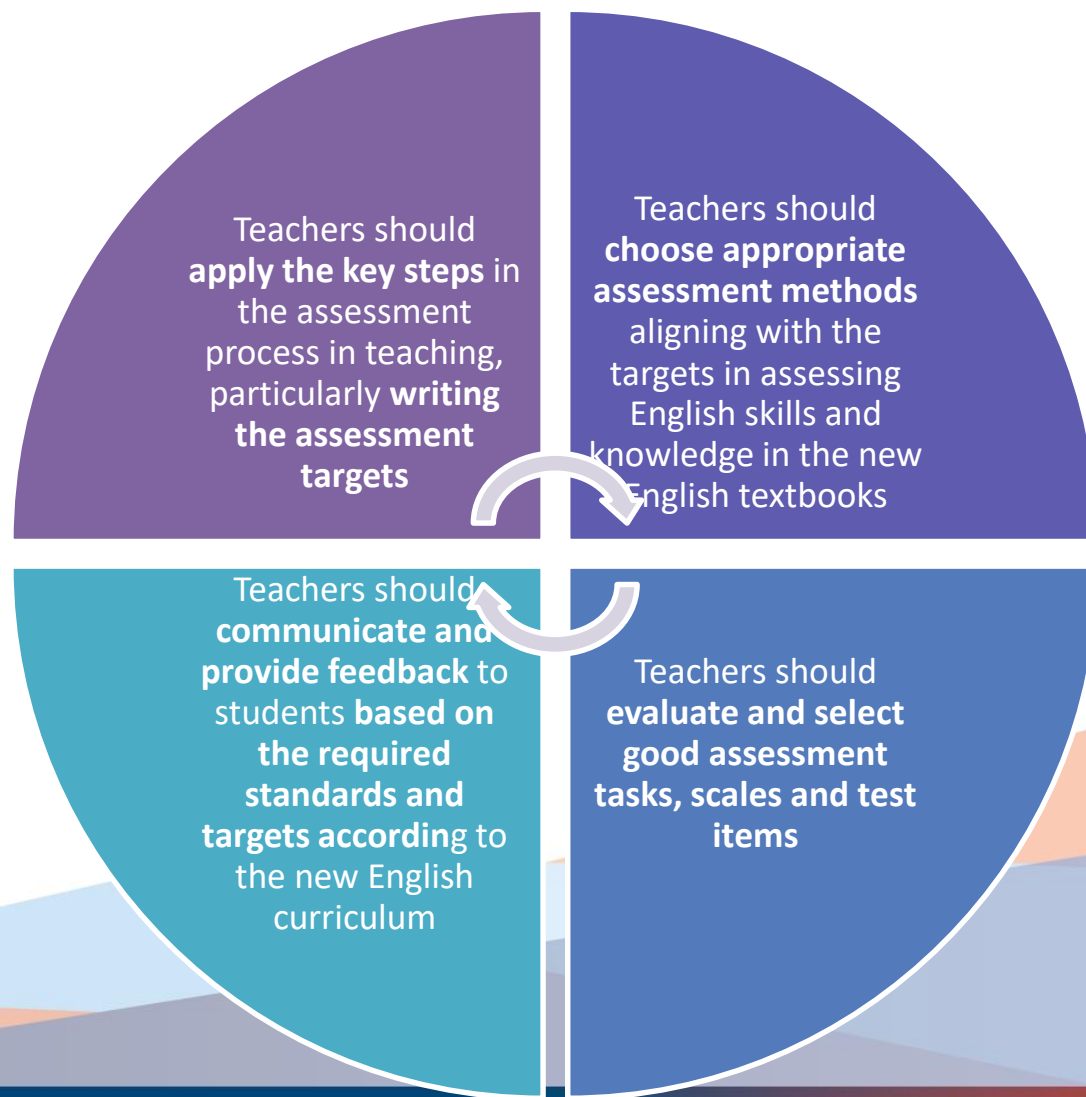
- <https://lms.ulis.vnu.edu.vn/course/view.php?id=86&notifyeditingon=1>
- Plan (targets)-Activate prior knowledge-Learn (Reading and Video watching)-Master (Quizzes, Performances - Reflection)-Supplementary (reading, videos, etc)
- Multiple rounds of expert-based course validation

# Towards the standards of language assessment literacy/competence for Vietnamese teachers of English

# Standards for Teacher Competence in Educational Assessment of Students in the US

- Teachers should be skilled in **choosing assessment methods** appropriate for instructional decisions
- Teachers should be skilled in **developing assessment methods** appropriate for instructional decisions
- The teacher should be skilled in **administering, scoring and interpreting the results** of both externally produced and teacher-produced assessment methods
- Teachers should be skilled in **using assessment results** when making decisions about individual students, planning teaching, developing curriculum, and school improvement
- Teachers should be skilled in **developing valid pupil grading procedures**, which use pupil assessments
- Teachers should be skilled in **communicating assessment results to students**, parents, other lay audiences, and other educators
- Teachers should be skilled in **recognizing unethical, illegal, and otherwise inappropriate assessment methods** and uses of assessment information

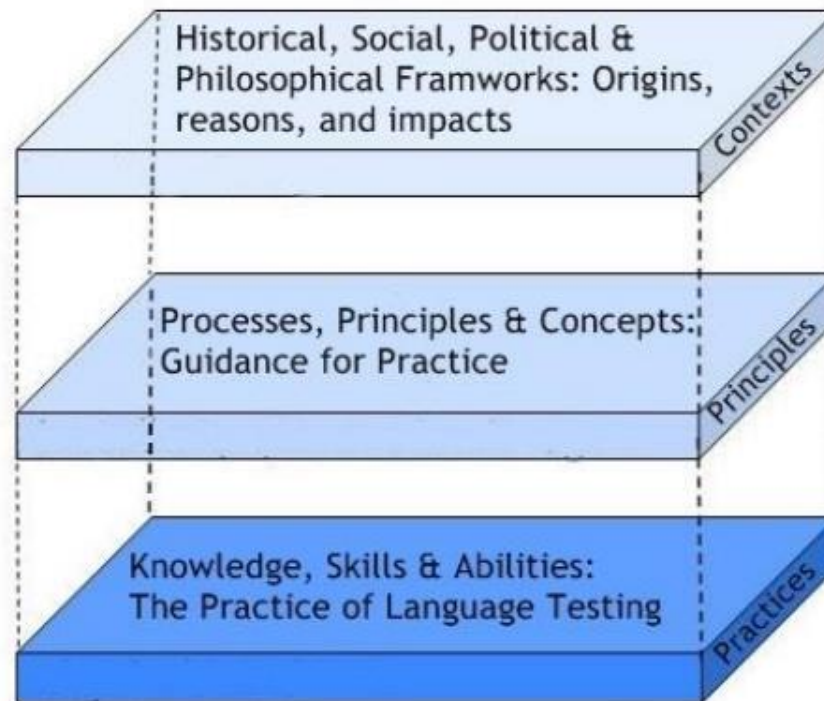
# Standards in language assessment for Vietnamese teachers of English in the new curriculum



# An more expanded but also localized definition of assessment literacy

- Fulcher (2012)

Figure 1. An expanded definition of assessment literacy





# Good signs and challenges



## Good signs

- A localized AL
- Pre-service English teachers **enjoy** the (g)localized version of the course.
- Lecturers find the newly updated construct more **relevant**, **manageable** and **practical**.



## Considerations

- The ministerial policies and English textbooks are **continuously updated** -> **need to be alert on the changes**
- The **role of assessment** is still **not acknowledged fairly** in Vietnam
- Lecturers had to really understand the (even more) **local contexts of teaching at schools**.
- The gap between global and local conceptualization of the tasks in the LA process: some tasks are not required in Vietnam
- More investigation of pre-service and in-service teachers' needs

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Thank you for your listening