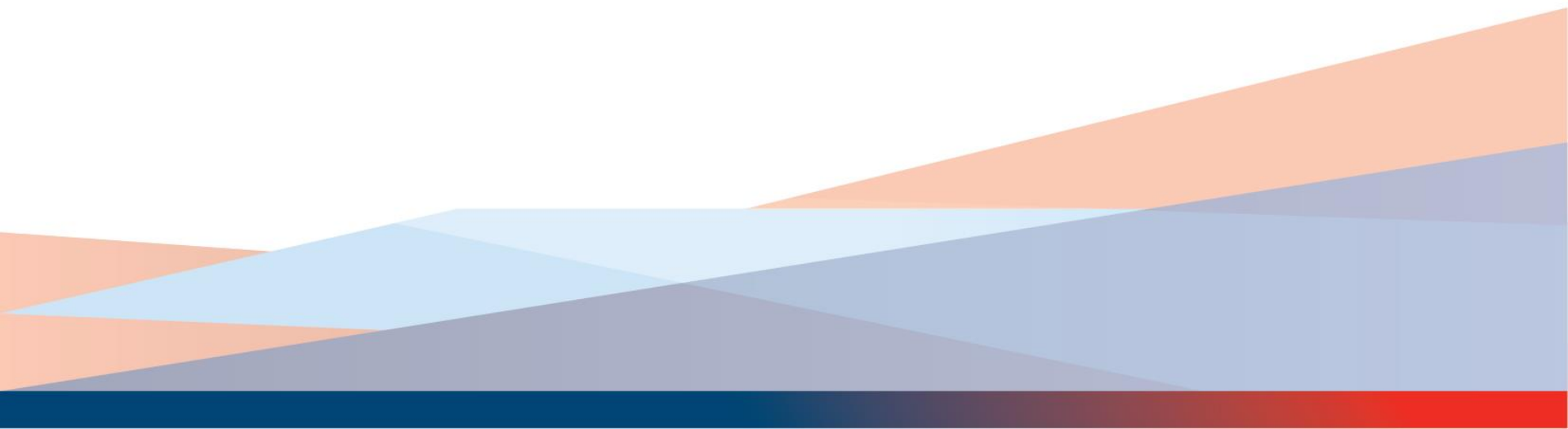


VIETNAM LANGUAGE ASSESSMENT SYMPOSIUM 2019

Assessment in the Classroom



VIETNAM LANGUAGE ASSESSMENT SYMPOSIUM 2019

Assessment in the Classroom

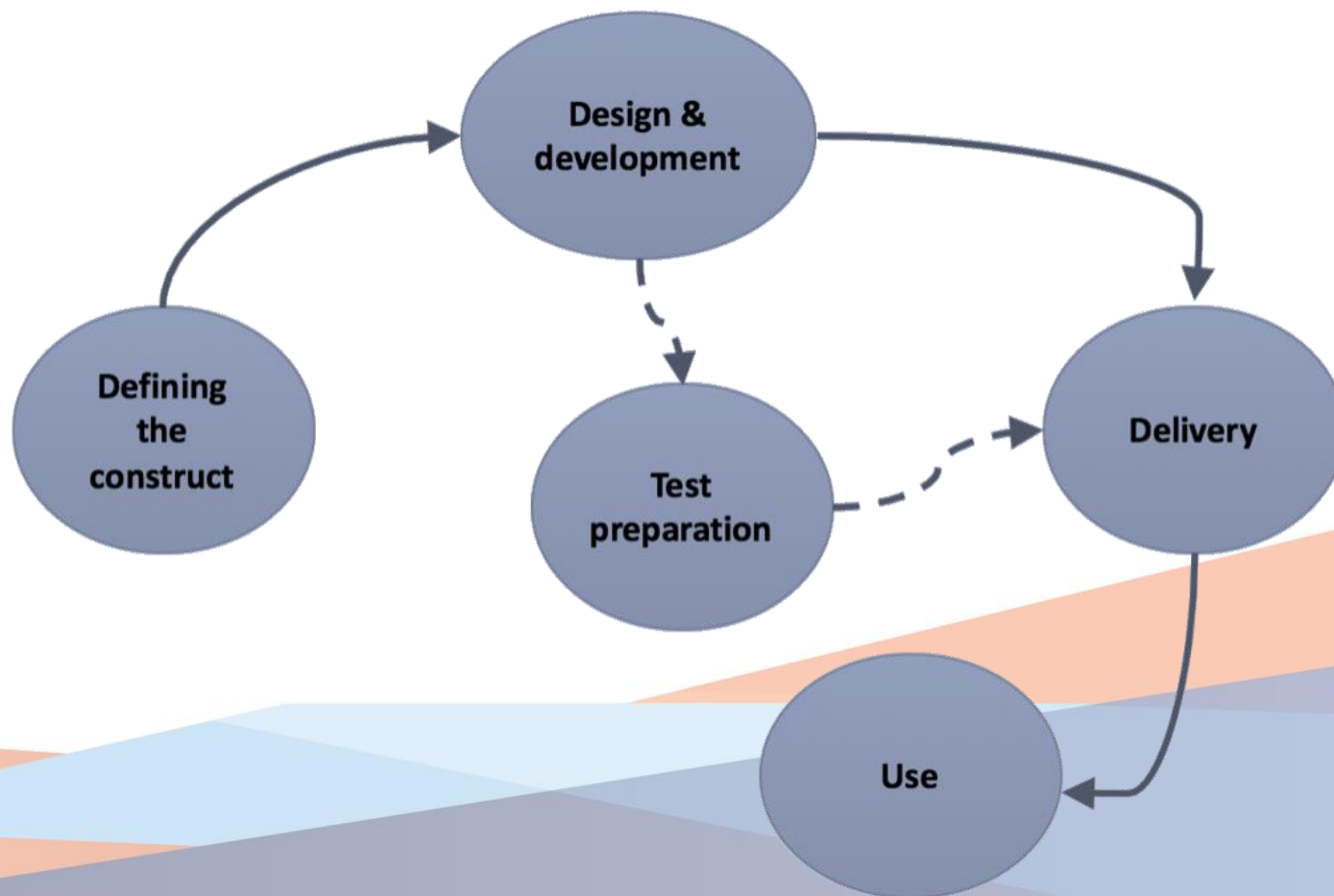
A	D	M	I	N	I	S	T	R	A	T	O	R
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Teachers as Stakeholders in Assessment

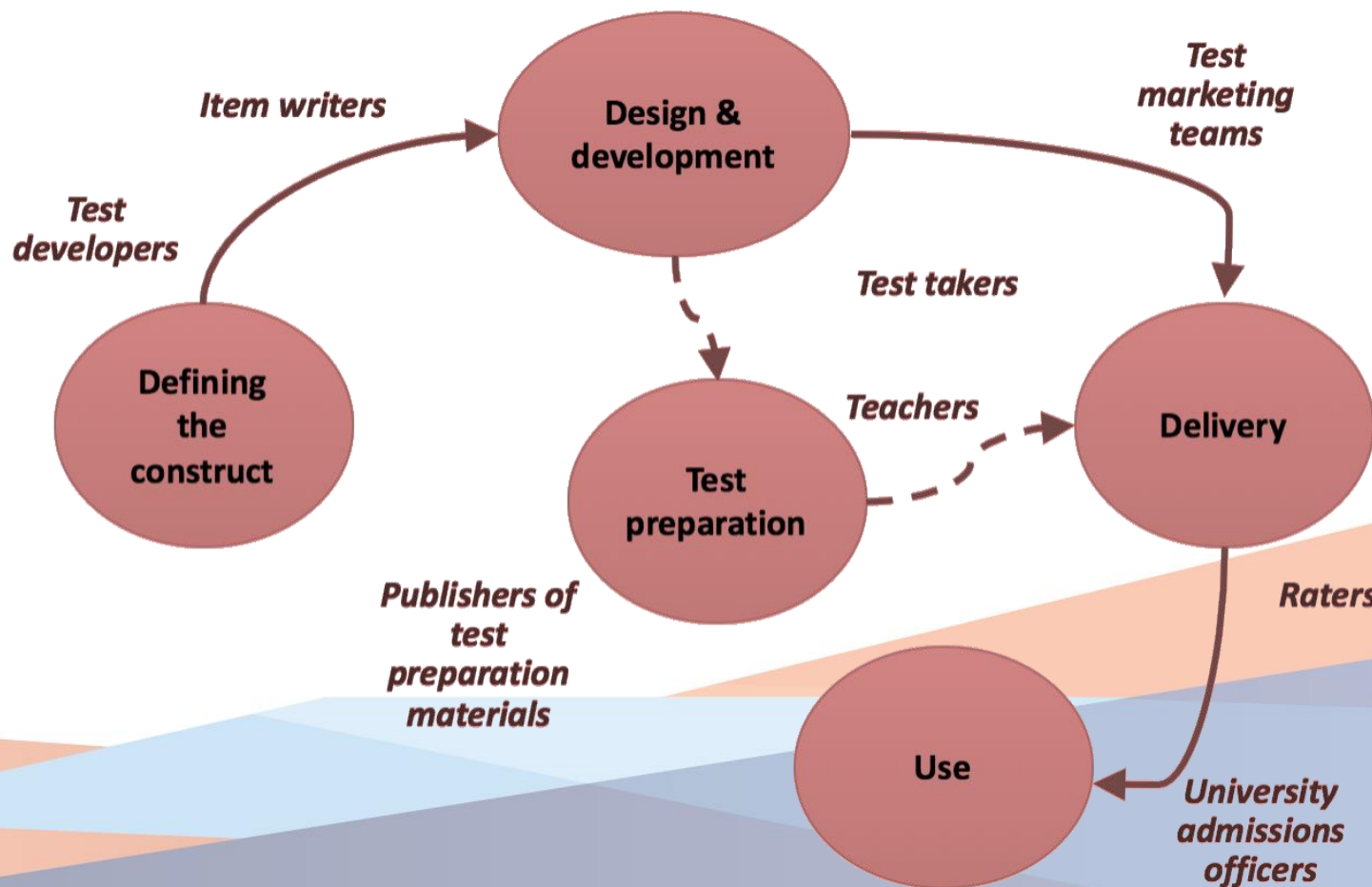
Jonathan Dixon

- *East Asia Assessment Solutions Team*

Life Cycle of a Test



The test development cycle

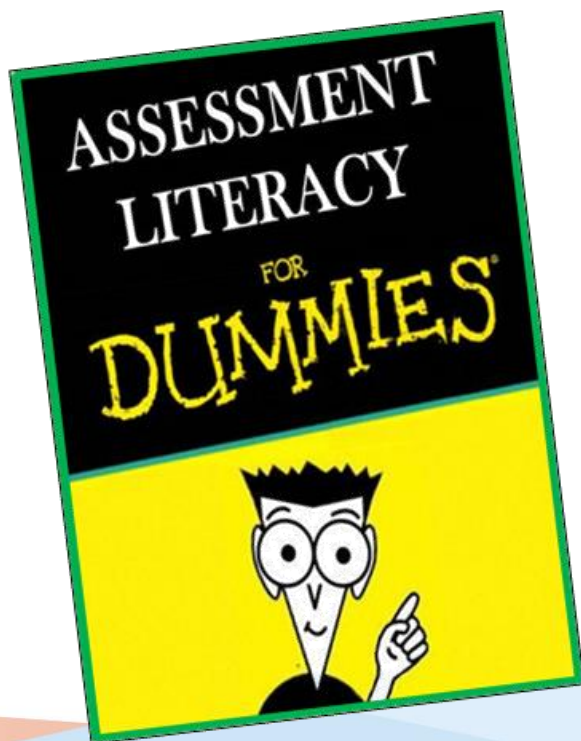


Stakeholders: EXAMPLES



The United Nations Administrator

Language Assessment Literacy (LAL)



Assessment literacy is present when a person possesses the assessment-related knowledge and skills needed for the competent performance of that person's responsibilities.

W. James Popham (2009)

LAL: For Teachers

- Choose and develop assessment methods
- Administer, score and interpret results of a variety of assessment methods
- Use assessment results when making classroom-based decisions
- Communicate assessment results to stakeholders

LAL: The Benefits

- The people who benefit most from teachers being knowledgeable about LAL are the students.
- Research conducted in UK schools shows that good assessment practices can increase learner performance.

The consequences of uninformed assessment can be losses for students in time, money, motivation and confidence.'

Crusan et al (2016:43)

LAL: The Problems

Teachers spend from 1/3 to 1/2 of their time in the classroom on assessment-related activities. Almost all do so without the benefit of having learnt the principles of sound assessment.

(Stiggins, 2007)

Educators' inadequate knowledge in [assessment] ...can cripple the quality of education.

(Popham, 2009)

LAL: The Solution

**Generating the assessment literacy profile for
EAP teachers in East Asia:
An evidence-based approach**



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Assessment in the Classroom

IELTSTM in China

94 Test
Centers

43 Cities

48 test
dates every
year



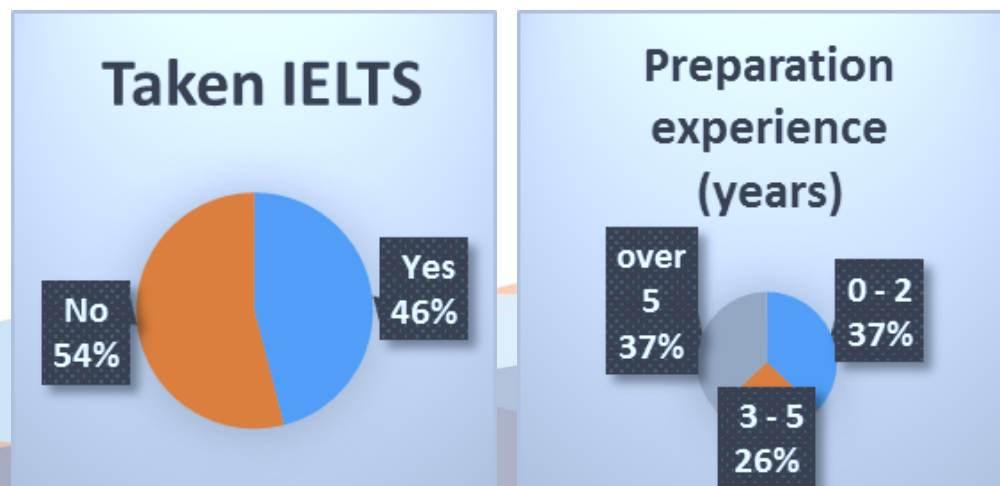
Average Test Score: 5.76

Stage 1: LAL Workshop

1. **Awareness raising:** Introduction to LAL
2. **Structured group discussion:** Teachers' LAL needs

Number of participants: 102

(Beijing, Shanghai, Harbin, Nanjing, Chengdu, Zhengzhou)



Stage 1: LAL Workshop

The group discussion centred around these three questions:

How do you come into contact with the test as a teacher?

What actions do you take that could influence the outcome of the learning and testing process?

What information/knowledge do you need to positively influence the outcome of the learning and testing process?

How do you come into contact with the test as a teacher?

- Placement testing
- Preparing training materials
- Test preparation
- Accompanying students to the test
- Helping students interpret test results
- Making recommendations for further study
- Taking the test

What actions do you take that could influence the outcome of the learning and testing process?

Positive

- Encouragement and motivation
- Differentiation instruction
- Being patient
- Clear understanding of the test
- Efficient delivery
- Objective assessment
- Good learning environment
- Good classroom management
- Charming personality
- Teacher's own experience of the test
- Teaching test strategies
- Set learning plans and aims
- Do lots of previously used test papers with students

Negative

- Blame\be impatient with\criticize students
- Provide incorrect information
- Put high pressure on students
- No passion
- Little experience
- Little knowledge about the test
- Burden students
- Lack of English proficiency

What information/knowledge do you need to positively influence the outcome of the learning and testing process?

- Test construct
- Test requirements
- Assessment criteria and band descriptors
- Test administration
- Test recognition
- Teaching methodology for test preparation
- Test-taking strategies
- Students' learning styles
- Placement/diagnostic testing
- Cross-cultural communication skills

Stage 2: Questionnaire

The questionnaire was based on answers from the workshop

Number of participants: 21

(South China University of Technology, Guangdong University of Foreign Studies)

What degree of knowledge do you need to positively influence the outcome of the learning and testing process in each of the following ten areas?

What degree of knowledge do you need to positively influence the outcome of the learning and testing process in each of the following ten areas?

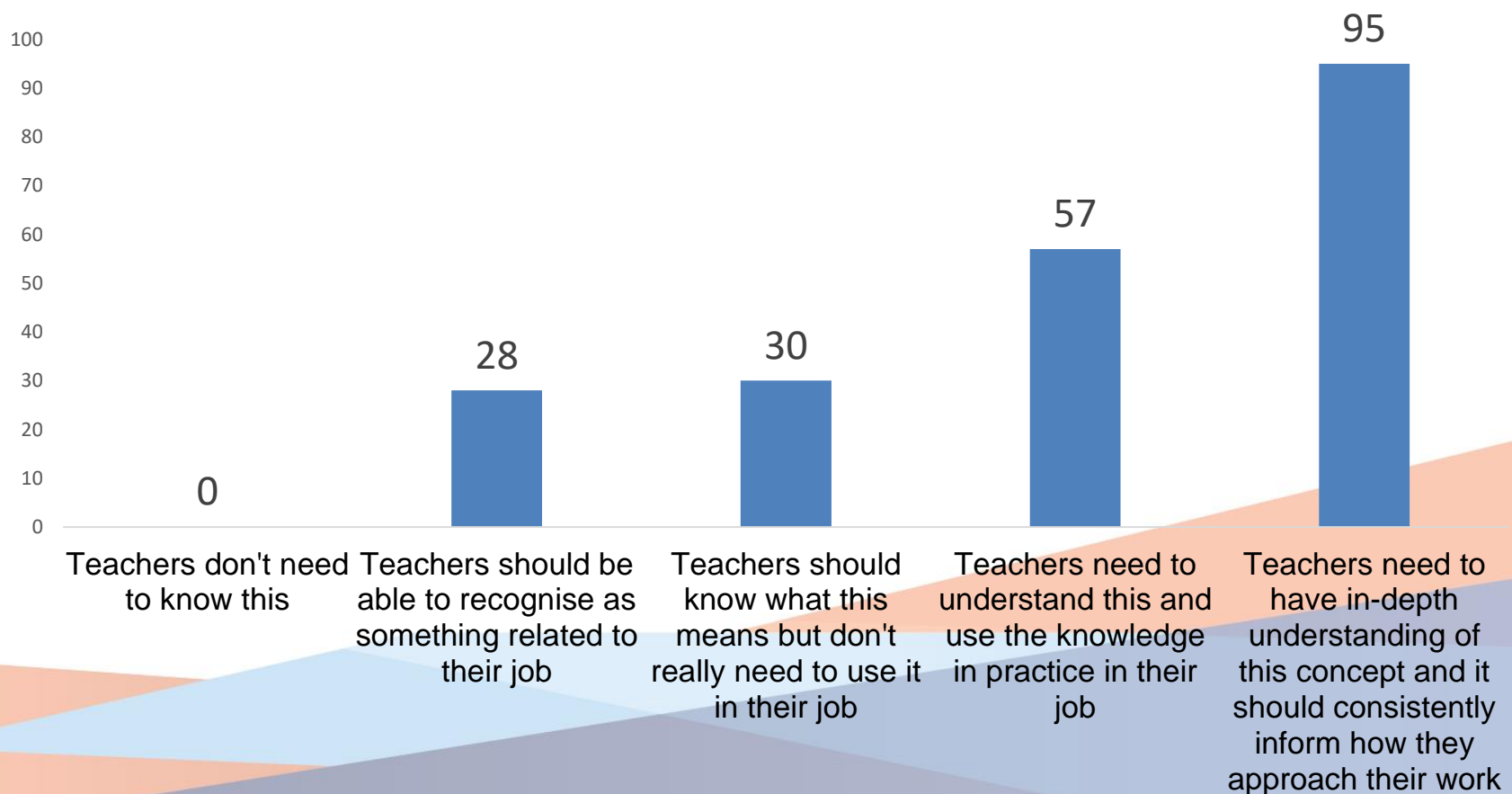
	0	Teachers don't need to know this
Test construct	1	Teachers should be able to recognise this as something related to their job
Test requirements		
Assessment criteria		
Test administration	2	Teachers should know what this means but don't really need to use it in their job
Test recognition		
Teaching methodology for test preparation	3	Teachers need to understand this and use the knowledge in practice in their job
Test-taking strategies		
Students' learning styles	4	Teachers need to have in-depth understanding of this concept and it should consistently inform how they approach their work
Placement/diagnostic testing		
Cross-cultural communication skills		

Model based on Pill and Harding (2013)

What degree of knowledge do you need to positively influence the outcome of the learning and testing process in each of the following ten areas?

	0	1	2	3	4
Test construct	0	3	4	3	11
Test requirements	0	2	1	4	14
Assessment criteria	0	2	0	3	16
Test administration	0	3	6	8	4
Test recognition	0	3	9	6	3
Teaching methodology for test preparation	0	2	2	8	9
Test-taking strategies	0	2	1	6	12
Students' learning styles	0	3	2	7	9
Placement/diagnostic testing	0	4	3	5	9
Cross-cultural communication skills	0	4	2	8	7

CASE STUDY: The results

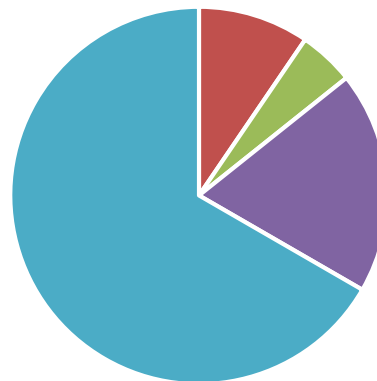


CASE STUDY: Most important areas

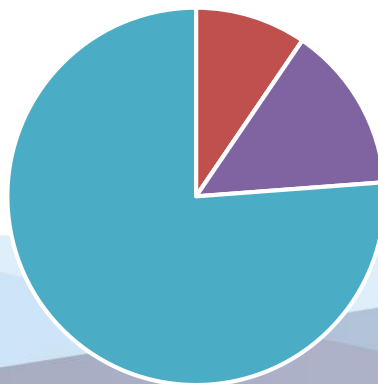
Test construct



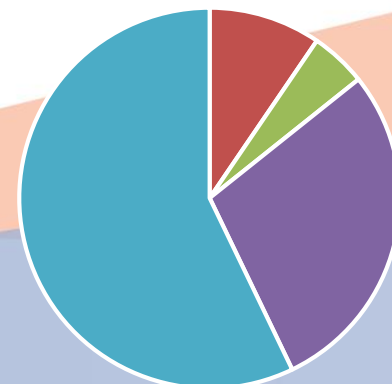
Test requirements



Assessment criteria



Test-taking strategies

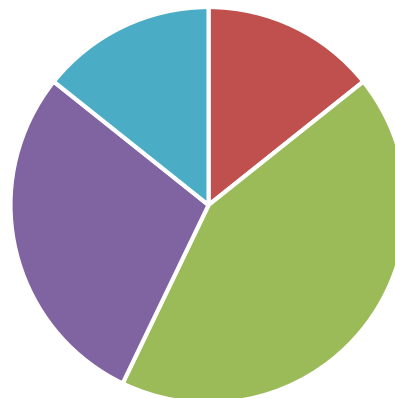


CASE STUDY: Least important areas

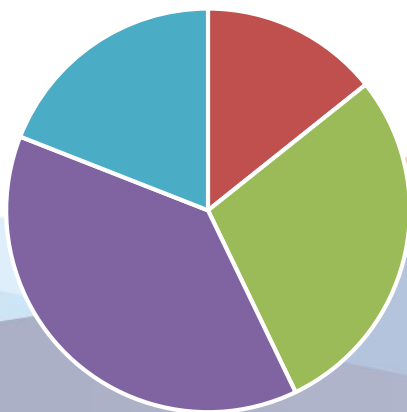
Cross-cultural communication



Test recognition



Test administration



Next steps...

1. Gather more LAL data from teachers across a range of educational institutions in China and East Asia (state schools, international school, vocational colleges, universities, language training centres) to refine the findings
2. Finalize detailed LAL profile for EAP teachers in China and East Asia
3. Use profile information to design training programme and training tools

How Language Assessment Works

The *How Language Assessment Works* project provides information, materials and training for anyone who is interested in learning more about language assessment.

Glossary

Our new **glossary** consists of hundreds of definitions of terms to do with language assessment. The definitions were written by practitioners with language teachers in mind. We hope you enjoy using them!

Animated Assessment Videos

Our short, animations give you an insight into some of the main topics in language assessment. The practical skills topics also have accompanying worksheets and answer keys for you to work through if you wish. All animations also have transcripts of the spoken text.

Animated Assessment Videos



Test Development

How is a test developed? This video looks at the test development process and its different phases.



Assessing Reading

Research and test expertise

[Assessment Research Group](#)[Assessment Advisory Board](#)[Assessment Research Awards and Grants](#)[Research into Reading Grants Scheme](#)[EALTA Summer School 2019](#)[Vocabulary Challenge](#)

How Language Assessment Works

[Test Development](#)[Assessing Reading](#)[Assessing Writing](#)[Assessing Listening](#)



Online course in Teaching

Language Assessment in the Classroom

Assessment is becoming increasingly important in language education. Understand it better with this course for language teachers.



Email me when I can join

Overview

Topics

Start dates

Requirements

Educators

More courses



Duration
4 weeks



Weekly study
3 hours

www.futurelearn.com/courses/language-assessment



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Events

Our work in arts, education and society

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East Asia Assessment Solutions Team

Welcome to the website of the East Asia Assessment Solutions Team (EAAST).

EAAST supports the development of assessment expertise in East Asia by providing on-the-ground professional support, realising client-focused regional language assessment solutions, and serving as the point of contact for engagement with the global British Council language assessment teams.



Meet the team

Find out about the people working in EAAST.



Portfolio of services

EAAST offers a range language assessment services, presentations and workshops to meet the assessment needs of organisations across China and East Asia.



New Directions 2019

Find out more about the New Directions 2019 conference

Take an exam

[IELTS](#)[Aptis](#)[English Language Assessment Research Programme](#)[Partner Schools Global Network](#)[Professional exams](#)[School exams](#)[University exams](#)[Academic Conference](#)

<https://www.britishcouncil.cn/en/exams/EAAST>

VIETNAM LANGUAGE ASSESSMENT SYMPOSIUM 2019

Assessment in the Classroom

Thank you!

Presenter:

Jonathan.Dixon@britishcouncil.org.cn

East Asia Assessment Solutions Team:



