

Next step p

Assessment For Learning





You are here!



Setting the GPS

13 October 2020
Principles and essentials of Assessment for learning (AFL)

Choosing your way

15 October 2020
Assessment for Learning: Techniques and instruments

Finding your way

20 October 2020
Main differences between multilevel and level-based exams. Criteria to consider for selection

Enjoying the journey

22 October 2020
Standards in assessment and how to build confidence towards summative assessment

Packing your essentials

27 October 2020
Practical resources and tools for you, whether you are teaching your classes online or face-to-face

Next step

Assessment For Learning

Enjoying The Journey

October 22



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Goals and Milestones



A long-term goal Milestones are essential!

- There is a target to aim for:
 - The target is internationally understood – CEFR
 - The target is described in detail
 - Having a target (or series of targets) improves motivation – this is vital!
- Not just a level: also a detailed description of competencies in the four skills



Goals

A long-term goal Milestones are essential!

SMART Goals

- Specific
- Measurable **assessable**
- Achievable
- Relevant
- Time bound (by the date of the exam)



Goals

A long-term goal Milestones are essential!

- Helps teachers to plan long-term, gives structure to a long process:
 - Language content the teacher covers
 - Development of all four skills
 - Communicative approach



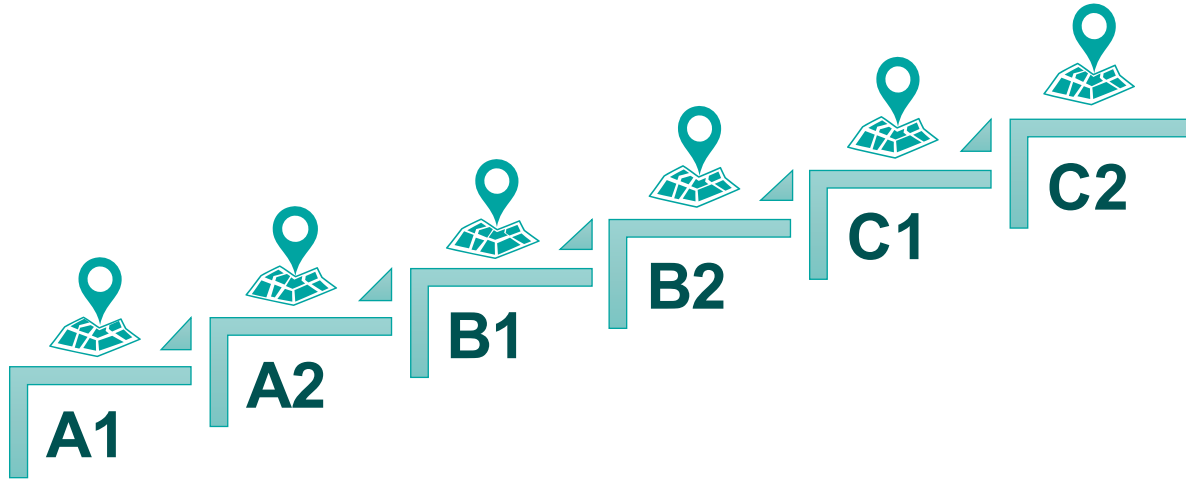
Skills/knowledge



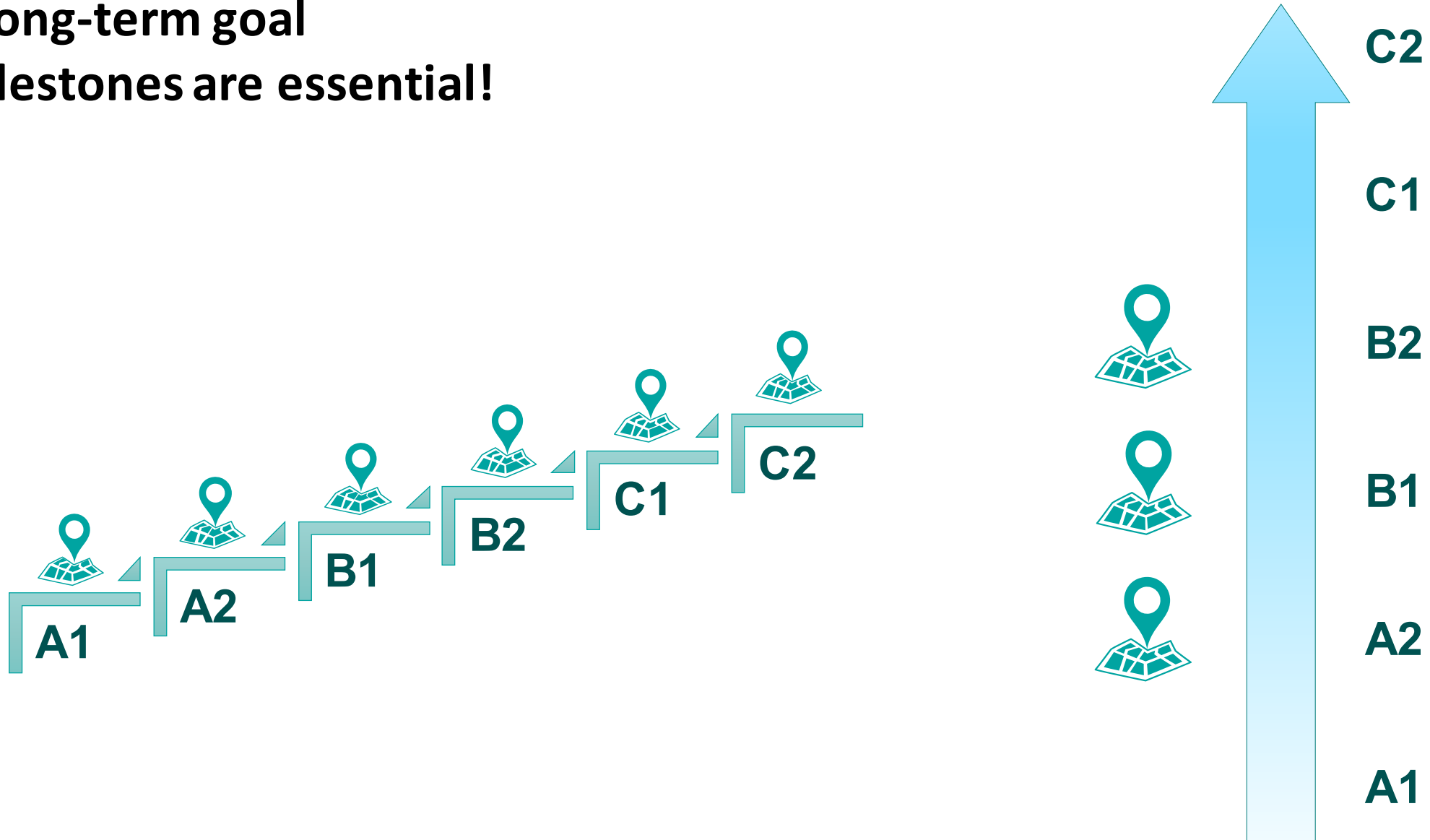
Goals



A long-term goal Milestones are essential!



A long-term goal Milestones are essential!



Can Do Summary



Can Do Summary

The table below gives some examples of typical general ability at a certain level. These statements are linked to the CEFR

- CAN understand letters of the English alphabet when **heard**

What **skill** does this statement relate to?

Listening

Can Do Summary

The table below gives some examples of typical general ability at a certain level. These statements are linked to the CEFR

- CAN understand letters of the English alphabet when **heard**
- CAN **understand** some simple spoken **instructions** given in short, simple phrases
- CAN **understand** some simple spoken **questions** about self – such as name, age, favourite things or daily routine
- CAN **understand** some very simple spoken **descriptions** of people – such as name, gender, age, mood, appearance or what they are doing
- CAN understand some very simple spoken descriptions of everyday objects – such as how many, colour, size or location
- CAN **understand** some very short **conversations** that use familiar questions and answers
- CAN **name** some familiar people or things – such as family, animals, and school or household objects
- CAN **give** very basic **descriptions** of some objects and animals – such as how many, colour, size or location
- CAN **respond** to very simple questions with single words or a ‘yes/no’ response

What **skills** do these statements relate to?

a) Listening and Reading

b) Listening and Speaking

c) Listening and Writing

Can Do Summary

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What **level** do these statements relate to?

a) B1

b) A2

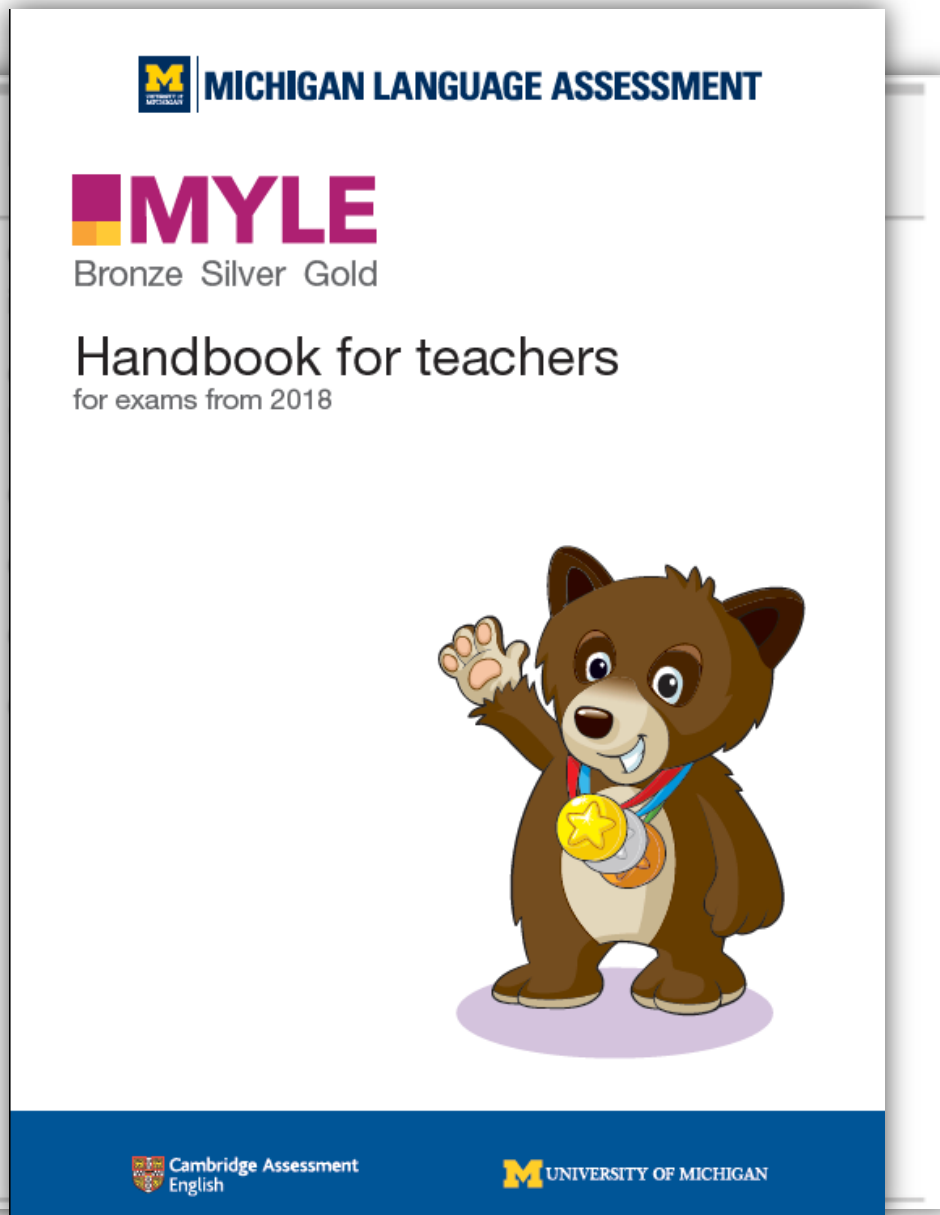
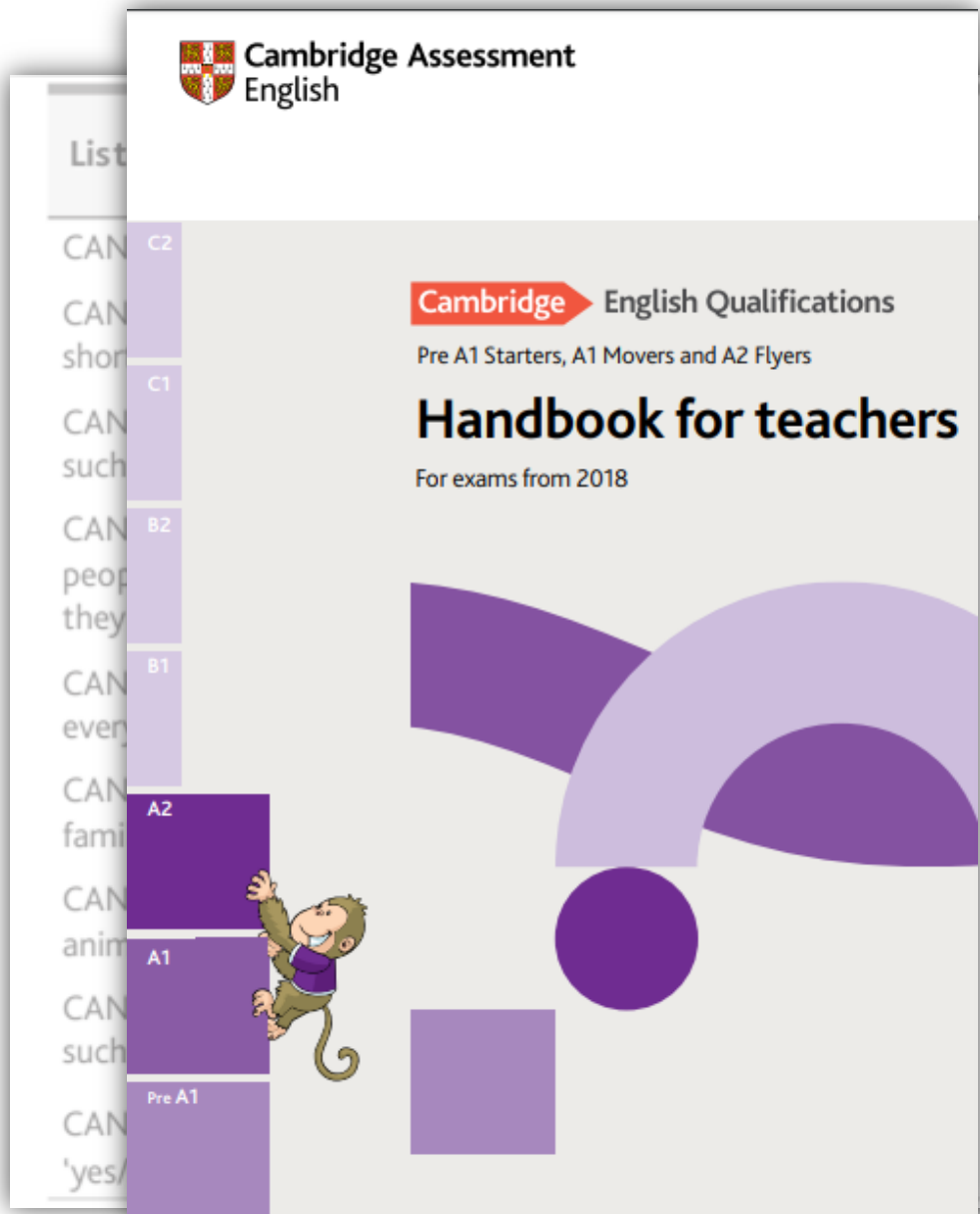
c) A1

d) Pre-A1

Assessment Tools



Listening and Speaking	Reading and Writing
<p>CAN understand letters of the English alphabet when heard</p> <p>CAN understand some simple spoken instructions given in short, simple phrases</p> <p>CAN understand some simple spoken questions about self – such as name, age, favourite things or daily routine</p> <p>CAN understand some very simple spoken descriptions of people – such as name, gender, age, mood, appearance or what they are doing</p> <p>CAN understand some very simple spoken descriptions of everyday objects – such as how many, colour, size or location</p> <p>CAN understand some very short conversations that use familiar questions and answers</p> <p>CAN name some familiar people or things – such as family, animals, and school or household objects</p> <p>CAN give very basic descriptions of some objects and animals – such as how many, colour, size or location</p> <p>CAN respond to very simple questions with single words or a 'yes/no' response</p>	<p>CAN read and understand some simple sentences, including questions</p> <p>CAN follow some very short stories written in very simple language</p> <p>CAN write the letters of the English alphabet</p> <p>CAN write name using the English alphabet</p> <p>CAN copy words, phrases and short sentences</p> <p>CAN spell some very simple words correctly</p>



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Assessment Tool sample

Pre A1 Starters - Listening and Speaking	Student 1	Student 4	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10
CAN understand letters of the English alphabet when heard										
CAN understand some simple spoken instructions given in short, simple phrases										
CAN understand some simple spoken questions about self – such as name, age, favourite things or daily routine										
CAN understand some very simple spoken descriptions of people – such as name, gender, age, mood, appearance or whatthey are doing										
CAN understand some very simple spoken descriptions of everyday objects – such as how many, colour, size or location										
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Pre A1 Starters - Reading and Writing	Student 1	Student 4	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10
CAN read and understand some simple sentences, including questions										
CAN follow some very short stories written in very simple language										
CAN write the letters of the English alphabet										
CAN write name using the English alphabet										
CAN copy words, phrases and short sentences										
CAN spell some very simple words correctly										


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Assessment Tool sample										
Pre A1 Starters - Listening and Speaking	Level	Student 1	Student 4	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9
Can understand with ease virtually everything heard or read	C2									
Can summarize information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation										
Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations										
Can understand a wide range of demanding, longer texts and recognize implicit meaning	C1									
Can express him/herself fluently and spontaneously without much obvious searching for expressions										
Can use language flexibly and effectively for social, academic, and professional purposes										
Can produce clear, well-structured, detailed texts on complex subjects, showing controlled use of organizational patterns, connectors, and cohesive devices	B2									
Can understand the main idea of complex texts on both concrete and abstract topics, including technical discussions in his/her field of specialization										
Can interact with native speakers quite possibly without strain for either party										
Can produce clear, detailed texts on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options	B1									
Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc.										
Can deal with most situations likely to arise while traveling in an area where the language is spoken										
Can describe experiences and events, dreams, hopes, and ambitions, and briefly give reasons and explanations for opinions and plans	A2									
Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g., very basic personal and family information, shopping, local geography, and employment)										
Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters										
Can describe in simple terms aspects of his/her background, immediate environment, and matters in areas of immediate need	A1									
Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type										
Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has										
Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help										



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Skills and Knowledge



CEFR Descriptor / Composite

Level A2 – Addressing Audiences

Can give a short rehearsed presentation about (my family), briefly give reasons and explanations for opinions, plans and actions.

Components

Knowledge of contextual vocabulary and pronunciation skills

Knowledge of adjectives including possessive adjectives and their position

Knowledge of some simple verbs including *to be* and *to have* in the present tense

Presentation skills

Knowledge of how to express and justify a simple opinion

CEFR Descriptor / Composite

Level A2 – Creative writing

Can write very short, basic descriptions of events, past activities and personal experiences.

Components

Knowledge of contextual vocabulary and how to spell the words

Knowledge of adjectives including possessive adjectives and their position

Knowledge of some simple verbs including *to be* and *to have* in the past tense

Knowledge of how to sequence events and link them with basic connectors like “*and*”, “*but*” and “*because*”.

Basic text organisation skills e.g. paragraphing

Learning Objectives

Can you answer the following questions?

- What are your students learning?
- Why are they learning it?
- How well are they doing?
- Where do they need to go next?

Can all our students answer the following questions?

- What are you learning?
- Why are you learning it?
- How well are you doing?
- Where do you need to go next?

Know the Exam Well



Brainstorming

What do teachers need to know about the exam?

1. How long is the exam?
2. What skills are tested?
3. What sorts of questions/tasks are used to test each skill?
4. How many different parts are there to the exam?
5. How much time is allowed for each part?
6. What are the assessment criteria for each question/task type?
7. How is the exam marked?
8. How are the results presented?

Brainstorming

What do teachers need to know about the exam?

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Resources



Resources

- Sample tests
- Wordlists
 - ✓ Starters, Movers, Flyers
 - ✓ Bronze, Silver, Gold
 - ✓ Key and Preliminary
- Can Do summaries in the Handbooks for Teachers
- Handbooks for Teachers



Assessing Skills

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Tests

All Tests



Language Skills

All Language Skills



Resource Type

All Types



Keyword

Type keyword or phrase here...



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MET Go!

Study & Practice

Listening Activity L3a

Student Worksheet

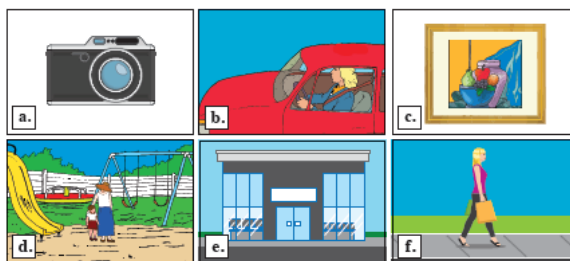
A. Listen and recognize vocabulary

1. You will hear one sentence for each item, 1-12 below. Each sentence has one of the vocabulary words shown below. Choose a picture for the word you hear and write the letter of the correct answer. There is only one correct answer; answers can be used more than once. You will hear each sentence twice.



Answers:
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____
 7. _____
 8. _____
 9. _____
 10. _____
 11. _____
 12. _____

2. You will hear a sentence for each item, 1-6 below. Each sentence talks about something in one of the pictures; choose the picture that best matches each sentence. Write the letter of the correct answer.



Answers:
 1. _____
 2. _____
 3. _____
 4. _____
 5. _____
 6. _____

MET Go!

Study & Practice

Listening Activity

L3a

Teacher Notes

The following teacher notes accompany the classroom activities for practicing the skills needed to successfully complete task 3 on the MET Go! listening test.

Listening Activity L3a

Test Task

Answer questions about short conversations.

Global Skills

- Understand the gist of a conversation.
- Select a picture that answers a question about a short conversation.

Sub-skills

- Recognize vocabulary words in a single sentence.
- Recognize important vocabulary words central to a conversation.
- Understand significant details in a short conversation.

Teaching Tips

- Structured practice for beginning levels (pre-A1 to A1)
- Multiple sentences or dialogues refer to the same set of pictures
- Activities A-B: Identify pictures from a set, based on single sentence descriptions.
- Activity C: Identify picture that answers a question based on a short 2-turn conversation.
- For advanced (A1-B1) students, skip to activity set C if preferred.

Test Notes

- The conversation is always played twice on the test.
- Only one set of 3 pictures is included for each dialogue. For practice purposes, several sentences are included for each picture set. Answer choices may be repeated.

Suggestions for Using These Materials

- For best results, use the image page on a projector or individual computer/device screens.
- Print out the question and answer sheets if desired. Black and white printed images will be adequate for completing the tasks.
- Associated audio files are not included at this time for the practice materials. Teachers should read each item from the listening script twice.

Student 2 (to Student 3): What can you do with a present?

Note: prepositions may change: what can you do at a playground?
in a store?

Teacher Seminar Series & Michigan Test Talks



<https://www.youtube.com/user/CaMLAGlobal>

Exam preparation page

<https://www.cambridgeenglish.org/learning-english/exam-preparation/>

- Sample tests (paper-based and computer-based exams)
- Links to English practice activities
- Vocabulary lists (up to B1 Preliminary)
- Information for candidates
- Games and social media
- Official Cambridge English preparation materials

Pre A1 Starters

A1 Movers

A2 Flyers

A2 Key

A2 Key for Schools

B1 Preliminary


B1 Preliminary for Schools

B2 First

B2 First for Schools

C1 Advanced

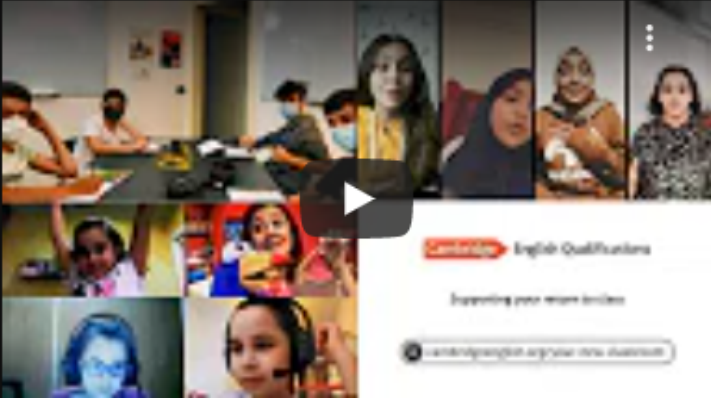
C2 Proficiency



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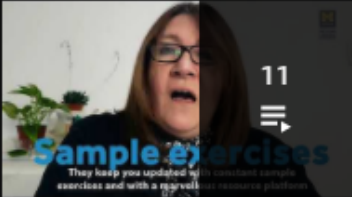
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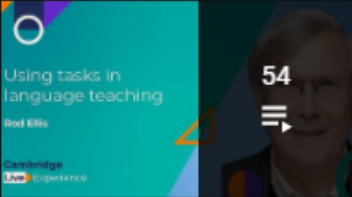
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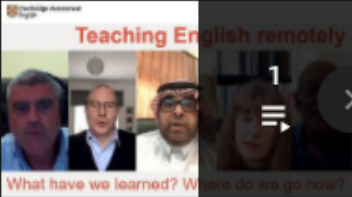
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Recap





Questions?

Next step  **p**
Assessment For Learning



References

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Coming up next:



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27 October 2020
Practical
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classes online or
face-to-face

Thank you!

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Preparing for the exam improves your English

But how?

- There is a target to aim for:
 - The target is internationally understood – CEFR
 - The target is described in detail
 - Having a target (or series of targets) improves motivation – this is vital!
- Not just a level: also a detailed description of competencies in the four skills
- Helps teachers to plan long-term, gives structure to a long process:
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SMART Goals

- Specific
- Measurable **assessable**
- Achievable
- Relevant
- Time bound (by the date of the exam)



Remember!

- Observing learners and their production
- Introducing the exam and its tasks to learners
- Assessing learners against a checklist of competencies (Can Do summary)
- Visible learning and visible feedback on speaking/writing

<p>Enjoying the journey</p>	<p>Standards in assessment and how to build confidence towards summative assessment</p>	<p>Make your journey more enjoyable by establishing SMART (Specific, Measurable, Achievable, Relevant and Time-bound) goals. What specific goals or milestones do you want your learners to achieve? How are you going to measure learners' success? Are the goals achievable and relevant for your learners? And how long is this process supposed to last? Just like a journey, assessment for learning demands careful planning. In this fourth session, we will talk about standards in assessment and how to make classroom-based assessment more effective leading on to greater confidence in summative assessment.</p>	<p>In this fourth session, we will talk about standards in assessment and how to make classroom-based assessment more effective leading on to greater confidence in summative assessment.</p>
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Key points!

1. Establish SMART (Specific, Measurable, Achievable, Relevant and Time-bound) goals
2. What specific goals or milestones do you want your learners to achieve?
3. How are you going to measure learners' success?
4. Are the goals achievable and relevant for your learners?
5. And how long is this process supposed to last?
6. Assessment for learning demands careful planning – **PDCA?**
7. Talk about standards in assessment
8. How to make classroom-based assessment more effective leading on to greater confidence in summative assessment.