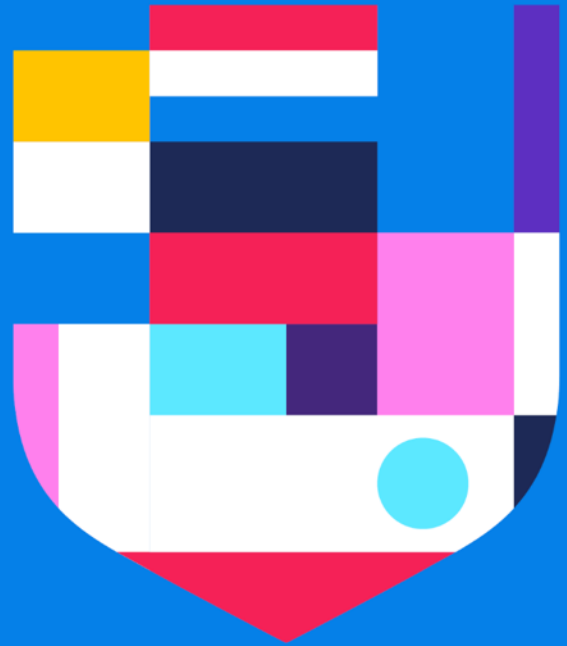


# Formative Assessment

Olha Madylus





# Why assess learning?





# Why?

To monitor and aid progress

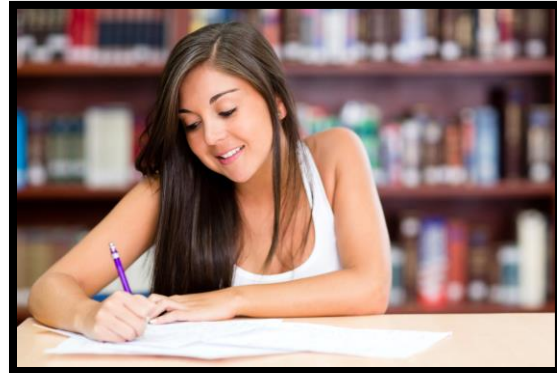
To provide students with evidence of their progress and to increase motivation

To monitor our performance and plan future work

To provide information for parents, colleagues and school authorities



# How did you feel about tests at school?



# What is right with traditional testing?





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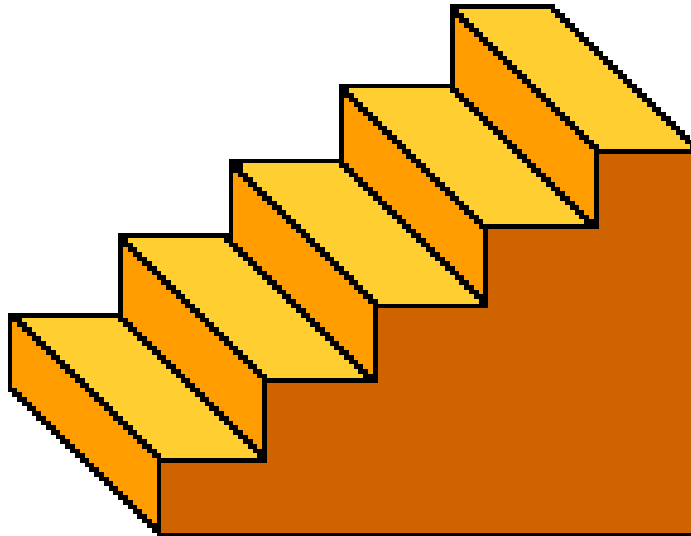
# A sense of direction





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# A sense of progress





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Everyone can experience feelings of resolve and a commitment to think more and to dare more ... and of being poised to learn and ready to take the next step.

Martin V. Covington, *The Will to Learn*,  
Cambridge University Press





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# Provides

Clear numerical information for stake holders

A sense of completion





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# It's often done by an external body

Researched

Reliable

Valid

Known

# What is wrong with traditional testing?





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It doesn't always reflect 21<sup>st</sup> Century  
teaching methodology



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student -  
focused

process not  
product

# 21<sup>st</sup> Century ELT YL Methodology

students learn  
at different  
paces

more than just  
language



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It's just ONE way to assess learners, NOT  
the only way.



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Tests are not inclusive  
Multiple choice and short answers are  
poor measures of achievement



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Teaching becomes test-driven and  
creativity is pushed out

Teachers are judged on test results

Parents become obsessed with test  
results

Leaners only want to study ‘for’ the test  
= resulting in rote learning





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# Rote learning

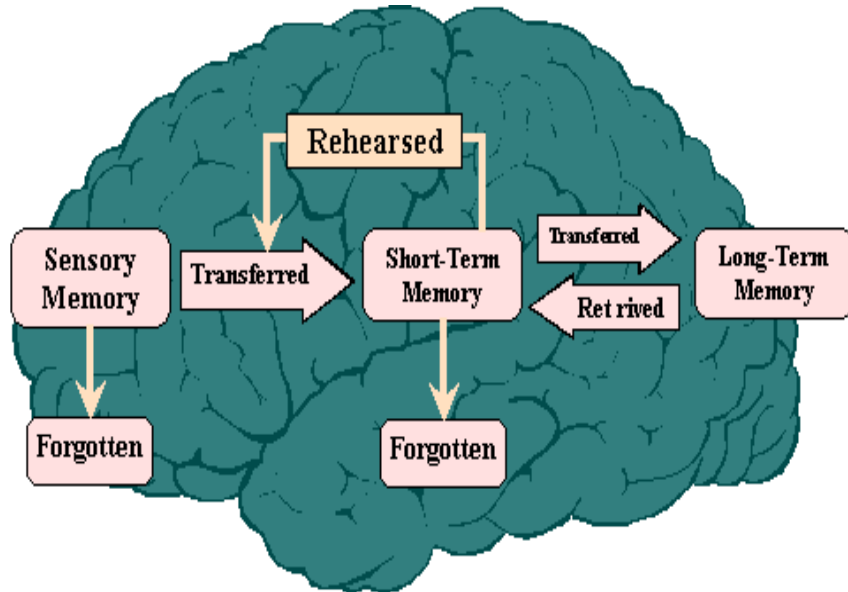




# Rote-learning



Information from  
Environment





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Tests don't accurately measure what has  
been learnt



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A grade is an inadequate report of an inaccurate judgement by a biased judge to the extent to which a student has attained an undefined level of mastery of an unknown proportion of an indefinite material.

Dressel, 1983



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# Stressful Not a real-life skill





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They aren't motivating for many  
students



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# John Atkinson's Theory of Motivation

All individuals can be characterised by two learned drives, a motive to approach success and a motive to avoid failure.

From: *A Will to Learn*, Martin V Covington, CUP



# Information comes too late for teachers to do anything!





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# Assessment *of* versus *for* learning





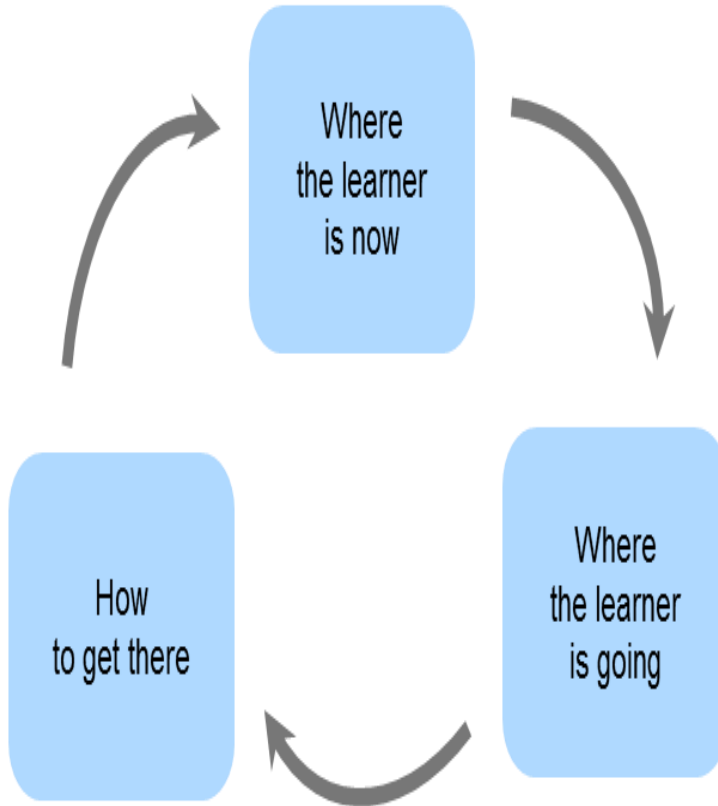
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# Assessment for learning

- occurs at all stages of the learning process

## Students

- take an active role and
- take responsibility for their learning
- gain confidence to continue learning beyond school





	<b>Formative Assessment</b>	<b>Summative Assessment</b>
<b>Informal</b>	Questioning Feedback Peer assessment Self-assessment	Essays in uncontrolled conditions Portfolios Coursework Teacher assessment
<b>Formal</b>	Further analysis or tests, exams, essays Target setting	Tests Exams Essays in controlled conditions



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# Some practical classroom tools



# Instant feedback: Assessing learning as it's happening!

Signs

KWL

Mind Maps

321



## a/an, some and any

### 3 Complete the examples from the text on page 44.

#### Singular countable

I've got an orange.  
I haven't got .... chocolate bar.  
Have you got .... orange?

#### Plural countable

I've got some sandwiches.  
I haven't got any sandwiches.  
Have you got any sandwiches?

#### Uncountable

I've got some rice.  
I haven't got .... meat.  
Have you got .... rice?

➔ Grammar reference • page 102

### 4 Circle the correct words.

- 1 I'm a vegetarian. I don't eat some / **any** meat.
- 2 Have you got a / any fruit in your lunch box?
- 3 I need any / some water – I'm really thirsty.
- 4 They haven't got any / some apples.
- 5 Do you eat an / any orange every day?
- 6 I've got some / a chocolate bar.





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# Signs

- Yes/No
- Traffic lights
  - Green – everything is clear
  - Orange – slow down
  - Red – totally lost
- Thumbs up / down



## a/an, some and any

### 3 Complete the examples from the text on page 44.

#### Singular countable

I've got an orange.  
I haven't got .... chocolate bar.  
Have you got .... orange?

#### Plural countable

I've got some sandwiches.  
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Grammar reference • page 102

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# KWL

At the start of the lesson / learning period

K = what I know about this e.g. grammar / vocab

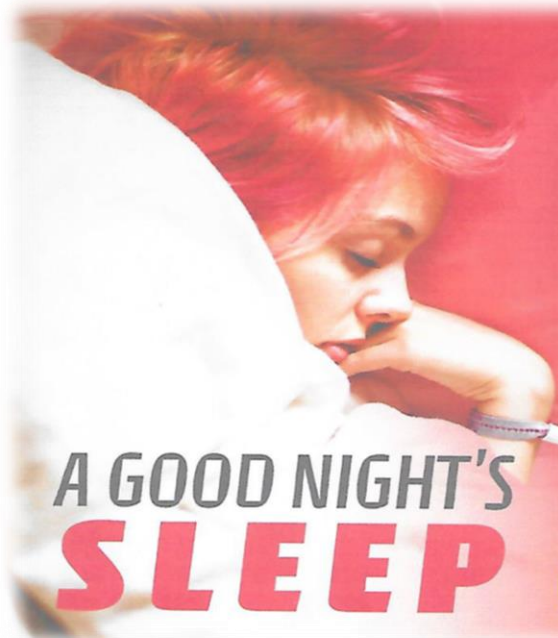
W = what I want to know

Reviewing

L = what I learnt



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# A GOOD NIGHT'S **SLEEP**

**Life is busy with school, homework, sports and other activities and you really need to catch up on your sleep.**

Here are three reasons why you should get more sleep:

### **YOUR BODY NEEDS SLEEP**

As a teenager, you *must* get enough sleep – more sleep than an adult. Your body is still growing and your brain is still developing. Experts say that you should get between eight and nine hours of sleep each night.

### **SLEEP HELPS YOU DO BETTER AT SCHOOL**

When you're tired you can't concentrate in your lessons. It's more difficult to learn.

### **SLEEP KEEPS YOU HEALTHY**

Without enough sleep, your body gets weak, and it's easy for you to catch a cold and other illnesses. When you're tired you often eat food with more sugar in it and that isn't good for you.



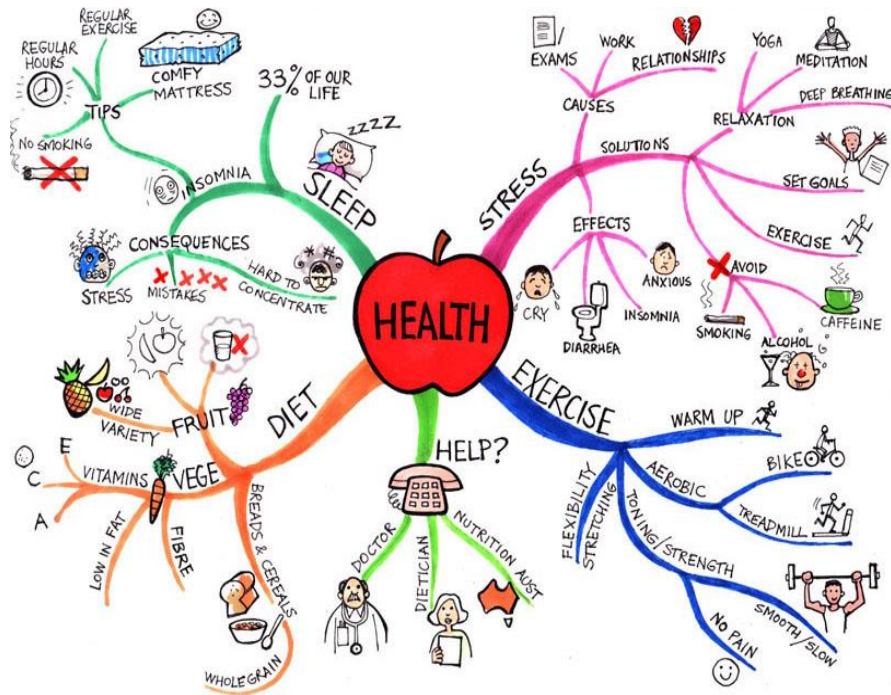
### **TEENAGERS WHO GET ENOUGH SLEEP ...**

- usually have better skin.
- eat less junk food.
- are less likely to experience depression.

## Eyes Open 3



# Mind Maps





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# 3 - 2 - 1

3 things I learned

2 things that I found interesting

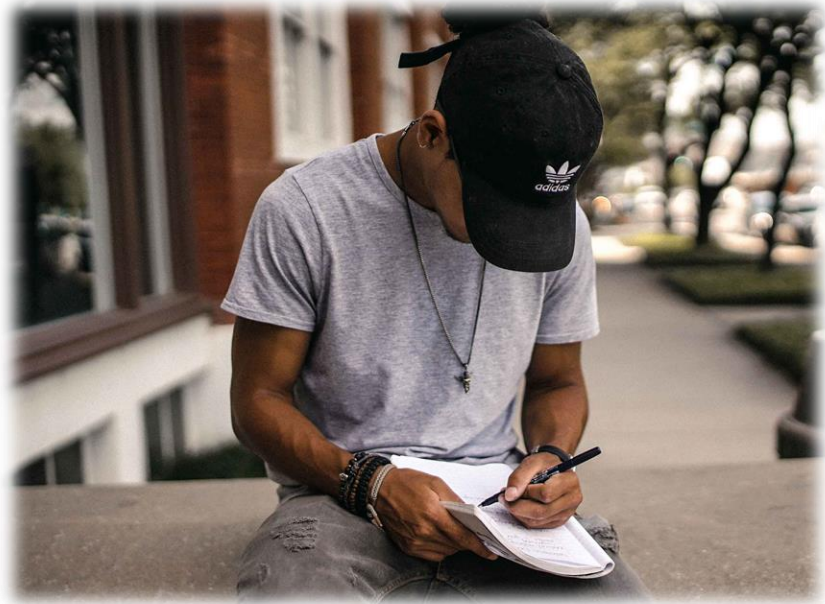
1 question





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# Journals / letters





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# Self evaluations





# Unit aims

I can ...

- talk about shops and shopping centres.
- talk about the things I'm doing now and the things I do every day.
- understand a conversation about how young people spend their money.
- describe things I want to, would like to or would prefer to do.
- understand information about charities.
- ask for things in shops.
- write an email asking for advice.

Eyes Open 2



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# Questionnaires





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# Conferences / interviews





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Questioning enables a student, with the help of their teacher, to find out what level they are at.

The teacher provides feedback to each student about how to improve their learning.

Students understand what successful work looks like for each task they are doing.

Students become more independent in their learning, taking part in peer and self assessment.

*[www.cambridge-community.org.uk](http://www.cambridge-community.org.uk)*



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# Observation





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# Formative assessment leads to

Better results

Increased confidence

Students taking a more active role in their learning

A different relationship with the teacher

Self-assessment skills



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# What are we assessing?



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# We are also fostering

Life skills like collaboration and creativity

Social responsibility

Learning to learn

Independence

Asking questions

Expressing self





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## **Why not give feedback on:**

How much the student enjoys learning English

How hard they try

How collaborative they are

Their attitude ..



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# COVID Support

[https://www.cambridge.org/gb/  
cambridgeenglish/covidsupport](https://www.cambridge.org/gb/cambridgeenglish/covidsupport)

[https://www.cambridge.org/elt/blog  
/campaign\\_page/supporting-every-  
teacher/](https://www.cambridge.org/elt/blog/campaign_page/supporting-every-teacher/)





# Thank you



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